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ABSTRACT

Presented as the outcome of a summer institute involving 30 graduate students are case histories and educational prescriptions for 34 low functioning severely handicapped individuals ages 2 to 26 years. The case histories provide information on identification, reports of previous evaluations, other contacts and assessment of present functioning levels (including physical, intellectual, and social development). Detailed in the prescription planning record for the Ss are learning objectives, evaluations, methods, materials, personnel and environments. Included is information on resources such as materials and books used in the educational prescriptions. (CL)

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A CASE STUDY APPROACH

to

THE LOW FUNCTIONING CHILD

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[illegible] M. [illegible], DIRECTOR

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A CASE STUDY APPROACH

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THE LOW FUNCTIONING CHILD

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HELEN M. KLEYLE, DEAN

THE LOW FUNCTIONING CHILD

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DUQUESNE UNIVERSITY

HELEN M. KLEYLE, DEAN
GLORIA M. ROCERETO, DIRECTOR

1973

FOREWORD

For the past several summers Duquesne University has been privileged to offer an Institute in the area of mental retardation. Such educational endeavors have been made possible by federal grants through the Pennsylvania Department of Education under Part D, Public Law 91-230, as amended. In the summer of 1973, the School of Education was gratified to receive a grant for an Institute concerned with the preparation of teachers for the "Low Functioning Child."

The Institute, which was successfully offered for thirty graduate students, was conducted through the case study method. The essential results presented in this report were developed by faculty and students. Hopefully, they will be shared with personnel in the field who have an interest in this important aspect of Special Education.

The University and the School of Education are most indebted to the professional personnel of the Bureau of Special Education of the Pennsylvania Department of Education for their leadership and assistance in the development of the Institute. Most particularly we express our appreciation to Dr. William F. Ohrtman, Mr. Joseph N. Lantzer and Miss Bernice B. Baumgartner.

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Dean

INTRODUCTION

The case studies and prescriptive programs in this book were written by graduate students who participated in a six-week institute entitled, The Low Functioning Child: A Case Study Approach, at Duquesne University during the summer of 1973. For a period of four weeks, each student worked rather intensively with one resident from either Western State School and Hospital, Canonsburg, or McGuire Memorial Home, New Brighton. The students observed, kept daily logs, reviewed records, and programmed for their respective charges. The culmination of this one-to-one relationship between the graduate student and the low functioning individual is this document of in-depth studies together with suggestive prescriptives for each child. Extreme care has been taken to preserve the anonymity of the children whose cases are presented in this book.

We are deeply indebted to Sister Mary Alice, C.S.S.F., and Sister Leonard, C.S.S.F., of McGuire Memorial Home, and to Mr. Joseph McKenna and Miss Jean Franzaglio of Western State School and Hospital. Without their cooperation, both in spirit and in act, these studies could not have been written. I would like also to publicly commend the graduate students who, by their dedication and untiring efforts in the study of these thirty-four children and youth, have contributed to the understanding of other low functioning individuals.

GLORIA M. ROCERETO
Institute Director

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CASE OF A

I. IDENTIFICATION

C.A. 4-7

Sex: Female

Diagnosis: Microcephalic and Cerebral Palsy

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General good health
Medication - anti-convulsive drugs - Mysolene, Vallium, Dilantin
Psychomotor siezures
Cerebral Palsy
Gross physical impairments
  Double hemiparesis and spasticity--muscular, skeletal stiffness
Hearing - Yes (not yet testable)
Vision - Yes (not yet testable) good fixation, Strabismus
Enema - given three time weekly

Motor Development

Gross Motor

Moves both hands and feet but with no directionality
Sits with aid
Bobs head

Fine Motor

Apparent grasp - result of her closed fingers due to spacticity

Visual Motor

Reacts to light in near vicinity

Auditory Motor

Responds to loud noises but only occasionally

Tactile/Kinesthetic

Reacts to touch on all parts of her body
Does not attempt to touch self, others or objects

Intellectual Development

Testing

Vineland Social Maturity Scale	September 22, 1970
Cattell Infant Intelligence Scale	September 22, 1970

Results

Cattell	MA below two months IQ profoundly retarded

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Physical Development

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Bobs head

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Intellectual Development

Testing

Vineland Social Maturity Scale	September 22, 1970
Cattell Infant Intelligence Scale	September 22, 1970

Results

Cattell	MA below two months IQ profoundly retarded
Vineland	Balances head "Crows"

Self-Concept

No eye contact
Smiling associated with taking seizures

Communication

Makes crying sounds which prelude actual crying
High pitched whines and crys
Gurgles
Tears seldom come with crying sounds

Conceptual

No response

Social Development

Self Care

Sits in high chair with head and neck supported
Can chew and swallow independently - eats mainly strained foods
Is spoon fed by aide
Drinks from plastic cup with head tilted back (aided)
Toileting. Is placed on toilet after meals: purpose to gain regularity in bowel movements; not actual "potty" training at this time

Self Help and Independence

No skills

Social Interaction

Has no concept of play
Is not interested in toys or persons in general
Seems to have a very vague awareness of her environment

III. OTHER CONTACTS

Services

Hospitals
Social Agencies
Residential Children's Home
Base Service Unit

Personnel

Parents
Medical Doctors
Pediatrician
Neurologists
Opthamologist
Pediatric Opthamologist
Child Psychiatric Nurse
Case Worker
Clinical Psychologist
Staff of Children's Home - nurses, aides and educational director

IV. ASSESSMENT OF PRESENT LEVELS OF FUNCTIONING

Conceptual

No response

Social Development

Self Care

Sits in high chair with head and neck supported
Can chew and swallow independently - eats mainly strained foods
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Child Psychiatric Nurse
Case Worker
Clinical Psychologist
Staff of Children's Home - nurses, aides and educational director

IV. ASSESSMENT OF PRESENT LEVELS OF FUNCTIONING

Physical Development

Frequently drowsy or extremely hard to awaken during some afternoon sessions
Frequency of seizures hampered awareness and progress for child A

Motor Development

Gross Motor

Muscle and skeletal stiffness resulting in partial extension of each arm

Gross Motor (Continued)

Legs are rigid but can be flexed and extended
Sits with aid in Hogg chair, high chair and independently in a bean bag chair
Raises head when propped in prone position
Turns head from right to left showing preference to her left side

Fine Motor

Can extend fingers when assisted
Can grasp cylindrical objects for at least 30 seconds

Visual Motor

Responds inconsistently to light or objects brought close to her eyes
Turns toward group activity in a room, but this is also inconsistent or perhaps coincidental behavior

Auditory Motor

Reacts to loud sounds but not consistently

Tactile/Kinesthetic

Reacts to touch by movement or noises
Stimulation of the feet results in A drawing her legs toward her body

Intellectual Development

Self-Concept

No actual eye contact to aide, etc.
Smiling seemed to be exhibited as a response several times and seemed to be apart from any seizure indications (although this occurred also)

Communication

Cries when annoyed, frightened or hurt
Muscle stiffness seems to lessen after some speaking and physical contact is made known to A
Senses unsureness in an aide or other individual handling her

Conceptual

No Response

Social Development

Self Care

Assessment compatible with previous information given under REPORTS OF PREVIOUS EVALUATION

Self Help and Independence

No Skills

Social Interaction

Fine Motor

Can extend fingers when assisted
Can grasp cylindrical objects for at least 30 seconds

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Muscle stiffness seems to lessen after some speaking and physical contact is made known to A
Senses unsureness in an aide or other individual handling her

Conceptual

No Response

Social Development

Self Care

Assessment compatible with previous information given under REPORTS OF PREVIOUS EVALUATION

Self Help and Independence

No Skills

Social Interaction

Relates briefly and sporadically in a one-to-one relationship with a known person
Has a very limited awareness of her environment and those persons in her immediate surroundings

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1. STUDENT CODE A
2. LOCATION Summer Traineeship Program
3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Physical Development 2. a. Maintain health, physical well-being and promote proper growth. b. To neutralize the rigidly extended position of students. Training Workshop - Physically Handicapped & Mentally Handicapped - July 1973	No one position should be maintained for more than an hour. RIGID EXTENSION OF student's body lessened.	Side lying position. Sand bag along back, one along stomach, pillow between legs. Small pillow under head may help keep head forward. Lying on roll enables child to lie on his stomach with arms free. Sand bags may be used along sides if children tend to roll off. A pillow between legs may help break up crossing of legs. Suggestion from Training Workshop July 1973	San Wed Pil Mat Rug

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3. PRESCRIPTION WRITER Burnadette Anderson CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
position should tained for more hour. XTENSION OF 's body d.	Side lying position. Sand bag along back, one along stomach, pillow between legs. Small pillow under head may help keep head forward. Lying on roll enables child to lie on his stomach with arms free. Sand bags may be used along sides if children tend to roll off. A pillow between legs may help break up crossing of legs. Suggestion from Training Workshop July 1973	Sand bags Wedges Pillows Mats Rugs	Aide Therapist Teacher Parent	In Bed On Mat On Floor

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Gross Motor Development 2. Demonstrates ability to raise head in coordinated manner independently. 14.1McGuire Memorial 3. a. Sitting;head is steady for 5 seconds. b. Propped in prone position head is raised for 30 seconds, approximately 2".	Teacher Observation	Stimulated to raise head by noises and light. Use social reinforcement to encourage child. ASSIST child by raising head and releasing your hand as support. Lying on wedge or roll enables child to develop in the area of head control Training Workshop July 1973 PH & MH

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
cher Observation	Stimulated to raise head by noises and light. Use social reinforcement to encourage child. ASSIST child by raising head and releasing your hand as support. Lying on wedge or roll enables child to develop in the area of head control Training Workshop July 1973 PH & MH	High Chair Hogg Chair Mats Blankets Wedge	Aide Teacher Nurses Parents	Anywhere just so there is a variety of surroundings

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Gross Motor Development 2. To strengthen and maintain use of muscles in arms and legs. 3. a. Flex and extend legs and arms with more ease in movement. b. GAIN ABILITY to have wrists and ankles moved up and down. c. GAIN ABILITY to have wrists and ankles moved in circular direction.	A-more freedom and control of movement in legs. Success will result in TENSION FREE (almost) movement of the muscles when manipulated by aide.	1.Direct movement of muscles. Done daily for short periods of time. Vary position of child when manipulating extremities: a. prone position b. supine position c. sitting/propped 2.Move muscles of arms and legs in various types of clothing in order to get different resistance.	Very for stre whil ball Floo Rugs Tabl Chil Chai stra Diff dres shor and jack shoe *(JAP

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freedom and of movement in will result in FREE (almost) t of the muscles nipulated by	1. Direct movement of muscles. Done daily for short periods of time. Vary position of child when manipulating extremities: a. prone position b. supine position c. sitting/propped 2. Move muscles of arms and legs in various types of clothing in order to get different resistance.	*(JAP) Very large beach ball for positioning and stretching all muscles while extended over ball - COMPET Floor Mats Rugs Table Child's Bed Chair (child held by straps) Different items of dress, pajamas, slacks, shorts, dresses, long and short sleeved shirts jackets and coats, shoes - soft and hard. *(JAP) - J.A. Preston Co.	Aides Parents Teachers Nurses	On Floor, rug, mat table, outside on blanket, on grass, in chair, any place there is room enough to be comfortable working with the child

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Fine Motor Development 2. To establish and expand capability of the hands and fingers in accomplishing functional tasks. 3. Extends fingers. 16.2.1	Meet Behavioral Objective independently under teacher observation	From Compet 1. Bend fingers int fist (already this way in A's case) with pressure. Release and straighten child's fingers. Repeat - tickle palm of hands. 2. Stimulate child with small rods, feathers, etc., to open fist and extend fingers.

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
t Behavioral Object- e independently under cher observation	From Compet 1. Bend fingers into fist (already this way in A's case) with pressure. Release and straighten child's fingers. Repeat - tickle palm of hands. 2. Stimulate child with small rods, feathers, etc., to open fist and extend fingers.	Wooden Dial Rods Feathers Small Objexts	Aides Nurses Parents Teachers	Anywhere feasible for this type of activity

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Visual Motor (McGuire's Programming) 2. Demonstrates ability to attend briefly to visual stimuli 18.1.1 3. a. Watches, follows attendant, etc. b. Follows a moving object with his eyes 18.1.4 c. Reacts to light 4 inches away. (Adapted from 18.1.10)	Teacher Observation	Always talk with child while trying to get them to follow you or to follow a moving object. Gain interest through repitition and insight as to any response child has made to an object when using light - vary stimulus -flash slowly, rapidly, allow light to remain on while trying to have child follow it.	Sm Re Al Co Ob

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aineeship Program 3. PRESCRIPTION WRITER Burnadette Anderson CODE ____

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Observation	Always talk with child while trying to get them to follow you or to follow a moving object. Gain interest through repitition and insight as to any response child has made to an object when using light - vary stimulus -flash slowly, rapidly, allow light to remain on while trying to have child follow it.	Small Flashlight Reflectors Aluminum Foil Colored Cellophane Objects that are colorful, noisy and/or have texture.	ANYONE	Anywhere feasible

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Auditory Motor & Visual Motor 2. a. To establish and refine auditory & visual discrimination skills. (Compet) b. Demonstrates ability to attend to loud noises. (McGuire) 3. a. Attends to loud noise (startles or looks) (McGuire) 20.1.1 b. Looks for source of sound in near vicinity (edited by Anderson)	Teacher Observation in getting a correct response every time stimulus is given	Use musical instruments of various kinds in various positions around head. Note which position-side, back or front, etc., seems to be the best for getting response. Clap Hands - use high pitch and low pitch with forcefulness in voice NOTE: Where eyes are when head turns to look or listen to source of noise.

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
Compet 1. Tactile/Kinesthetic 2. To establish and refine sense of touch. 22.0 Demonstrates an interest in exploring objexts tactually. 22.1.0 3. Touches, holds objects. 22.1.1 (modified by Anderson)	Visually and tactually attends to object presented to her. Obersvation by Teacher	Compet With most severely handicapped, provide regular and pleasant experiences with varieties of touch sensations, e.g.soft and fuzzy toys. Ice Cream, spaghetti, foam rubber, sandpaper, gum drops, patting, hugging, kissing.	See

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
y and tactually to object pre- o her. ion by Teacher	Compet With most severely handicapped, provide regular and pleasant experiences with varieties of touch sensations, e.g.soft and fuzzy toys. Ice Cream, spaghetti, foam rubber, sand-paper, gum drops, patting, hugging, kissing.	See Methods	Any interested person	Anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Self-Concept 2. To enable student to perceive his own identity. 3. a. Demonstrates the ability to respond to own name when spoken. COMPET 24.1.0 b. Responds to reflection of self in mirror - either moving or still.	Teacher Observation	COMPET Use name frequently while touching and working with child Make child constantl aware of image by facing him toward mirror and allowing it to remain within eye contact for own body discovery.

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher Observation	COMPET Use name frequently while touching and working with child Make child constantly aware of image by facing him toward mirror and allowing it to remain within eye contact for own body discovery.	Mirror Plexiglass along side of bed	Teacher	Anywhere - Anytime

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
(COMPET) 1. Communication 2. To provide a basis for expressing needs and getting attention (Anderson) 3. To reproduce simple sound in response to another (Anderson)	Teacher's Observation and participation	Stimulate child with musical toys, touch & visual stimuli to encourage any kind of sound. Then mimic sound produced to reinforce child for response. Try then to make a sound which child has made and get a response to your effort....child responding with same sound. REPITITION IS THE KEY	Mus Toy Bri to

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
r's Observation rticipation	Stimulate child with musical toys, touch & visual stimuli to encourage any kind of sound. Then mimic sound produced to reinforce child for response. Try then to make a sound which child has made and get a response to your effort....child responding with same sound. REPITITION IS THE KEY	Musical or Sound-Making Toys Bright colored objects to elicit response	Anyone with whom the child has become familiar.	Anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Self-Care - Drinking 2. Demonstrates ability to drink from cup. 34.3.0 (Compet) 3. Drinks liquid from a cup when cup is held by adult - 34.3.1	Observation by Teacher	Fill cup with only one swallow of liquid while training. Sitting in high chai the child should be given liquid in a cut-out cup - can watch lip action can tip cup up without tipping child's head back. *Keep head and arms forward. Training Workshop July 1973

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
bservation by Teacher	Fill cup with only one swallow of liquid while training. Sitting in high chair the child should be given liquid in a cut-out cup - can watch lip action can tip cup up without tipping child's head back. *Keep head and arms forward. Training Workshop July 1973	Wax-coated paper Cup with 1" circular depression	Aide Teacher	Room where feeding takes place

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Social Interaction 2. General involvement in musical experiences 3. Share in auditory stimulation with others - although not actually totally aware of others in the room	Any response to music in crying, smiling, body movement	Use small tunes, repititious tunes. Stimulate with loud, soft, fast and slow pieces.	A va sele and

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
onse to music g, smiling, ement	Use small tunes, repititious tunes. Stimulate with loud, soft, fast and slow pieces.	A variety of musical selections both live and records	Aides Parents Teachers or One who has some musical background to play instruments.	Room conducive to providing child with pleasurable auditory stimuli

NRRC/P FORM XIV 7-73

CASE OF EF

I. IDENTIFICATION

C.A. 5-11

Sex: Male

Diagnosis: Down's Syndrome

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General physical condition - good
Congenital heart defect
Weak left side due to a stroke suffered at age one
Vision is very good
Hearing - some question as to degree of hearing impairment
Occasional slight seizures where he appears to be startled and jerks
Medication - Digitalis

Motor Development

Gross Motor

Raises head
Moves arms - favors right arm and hand
Sits unaided

Fine Motor

Extends fingers
Grasps objects with right hand

Visual Motor

Attends to visual stimuli
Eyes follow moving object

Auditory Motor

None

Tactile/Kinesthetic

Touches, picks up and holds objects (with right hand)

Intellectual Development

Testing

Weschler Intelligence Test	Summer 1972

Results

I.Q. 14

Self Concept

Has eye contact
Smiles in response to another's emile

Communication

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General physical condition - good
Congenital heart defect
Weak left side due to a stroke suffered at age one
Vision is very good
Hearing - some question as to degree of hearing impairment
Occasional slight seizures where he appears to be startled and jerks
Medication - Digitalis

Motor Development

Gross Motor

Raises head
Moves arms - favors right arm and hand
Sits unaided

Fine Motor

Extends fingers
Grasps objects with right hand

Visual Motor

Attends to visual stimuli
Eyes follow moving object

Auditory Motor

None

Tactile/Kinesthetic

Touches, picks up and holds objects (with right hand)

Intellectual Development

Testing

Weschler Intelligence Test	Summer 1972

Results

I.Q. 14

Self Concept

Has eye contact
Smiles in response to another's emile

Communication

Makes sounds to get attention and denote needs

Conceptual

None

Self Care

Began feeding self with finger foods

CASE OF EF

Social Interaction

Plays alone

III. OTHER CONTACTS

Agencies

Intermediate Unit

Personnel

Social Worker
Pediatrician
School Psychologist
Teacher
Audiologist

IV. ASSESSMENT OF PRESENT LEVELS OF FUNCTIONING

Motor Development

Gross Motor

Raises head
Moves hands - not much movement in left hand
Sits unaided - attains sitting position by himself
Walks in a walker

Fine Motor

Extends fingers
Grasps objects - with right hand
Occasionally uses pincer movement with right hand

Visual Motor

Attends to visual stimuli
Eyes follow moving object
Circularly tracks using both eyes

Auditory Motor

Responds with a startle to loud noise
Occasionally turns head or eyes toward auditory stimuli

Tactile/Kinesthetic

Touches, picks up and holds objects

Intellectual Development

Self Concept

Has eye contact
Smiles in response to another person's smile
Recognizes seeing self in mirror
Demonstrates sense of humor

Communication

Uses movements and gestures to denote needs (during feeding)
Makes sounds to get attention
Just beginning to imitate sounds

Social Development

Intermediate Unit

Personnel

Social Worker
Pediatrician
School Psychologist
Teacher
Audiologist

IV. ASSESSMENT OF PRESENT LEVELS OF FUNCTIONING

Motor Development

Gross Motor

Raises head
Moves hands - not much movement in left hand
Sits unaided - attains sitting position by himself
Walks in a walker

Fine Motor

Extends fingers
Grasps objects - with right hand
Occasionally uses pincer movement with right hand

Visual Motor

Attends to visual stimuli
Eyes follow moving object
Circularly tracks using both eyes

Auditory Motor

Responds with a startle to loud noise
Occasionally turns head or eyes toward auditory stimuli

Tactile/Kinesthetic

Touches, picks up and holds objects

Intellectual Development

Self Concept

Has eye contact
Smiles in response to another person's smile
Recognizes seeing self in mirror
Demonstrates sense of humor

Communication

Uses movements and gestures to denote needs (during feeding)
Makes sounds to get attention
Just beginning to imitate sounds

Social Development

Self Care

Feeds self finger foods
Beginning to use a spoon and cup

Social Interaction

Plays alone
Plays with teacher (anyone who will initiate and take active role in playing)

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
L. GROSS MOTOR DEVELOPMENT	Teacher's systematic observation of student exhibiting behavior	Teacher will encourage child to use lower bars of stall bars to begin idea of standing. As child makes attempt to approach bars teacher will give verbal approval. (Mistovich)	Stall Floor
2. The child will demonstrate the ability to stand erect (Compet 14.5) without the aid or support of another person or object.	Child will raise self to standing position when given command		
3. Child seeks objects to use as support (Compet 5.1) Pulls oneself to kneeling position (Compet 5.2) Pulls oneself erect (Compet 5.3) Pulls oneself from a sitting position (Mistovich) Stands erect while holding onto an object for support.		To attain kneeling position, teacher in front of patient lifts him forward and up to stand on knees while extending hips so that child leans against her. Arms elevated with extended elbows to make extension of hips easier.	Floor

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STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
's systematic tion of student ing behavior ill raise self ding position ven command	Teacher will encourage child to use lower bars of stall bars to begin idea of standing. As child makes attempt to approach bars teacher will give verbal approval. (Mistovich) To attain kneeling position, teacher in front of patient lifts him forward and up to stand on knees while extending hips so that child leans against her. Arms elevated with extended elbows to make extension of hips easier.	Stall Bars Floor Mat Floor Mat	Teacher Physical Therapist Trained Aide	P.T. Room

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
		Later, arms can hold onto a bar level with shoulders then at sides of body. (Notes from course in Cerebral Palsy by Dr. Karel Bobath & Mrs. Berta Bobath - London 1955) Added suggestion: (Mistovich) Place weight on left side, right leg lifted, brought forward & foot placed on floo in front. Hip of standing leg not flexed. With help of right foot & holding stall bars, child lifts self to standing position. (Bobath & Mistovich)

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Later, arms can hold onto a bar level with shoulders then at sides of body. (Notes from course in Cerebral Palsy by Dr. Karel Bobath & Mrs. Berta Bobath - London 1955) Added suggestion: (Mistovich) Place weight on left side, right leg lifted, brought forward & foot placed on floor in front. Hip of standing leg not flexed. With help of right foot & holding stall bars, child lifts self to standing position. (Bobath & Mistovich)	Stall Bars on Ladder		

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
		Child seated in chair, place arms forward and upward on teacher's shoulders. Weight of body is shifted onto semi-flexed legs, while hips are not allowed to extend or spine to flex. (Bobath) Child standing, grasp chest, high support or teacher's hands. Stoop and stand. Repeat. (N.C. Kephart) Use of standing box, child can lengthen standing time. Forces child to use leg muscles to support own weight. (Mistovich)	Ord Ben Stand Mr. Socie

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Child seated in chair, place arms forward and upward on teacher's shoulders. Weight of body is shifted onto semi-flexed legs, while hips are not allowed to extend or spine to flex. (Bobath)	Ordinary Chair or Bench		
	Child standing, grasp chest, high support or teacher's hands. Stoop and stand. Repeat. (N.C. Kephart)			
	Use of standing box, child can lengthen standing time. Forces child to use leg muscles to support own weight. (Mistovich)	Stand Box - Designed by Mr. Little - Easter Seal Society - Pittsburgh Area		

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
		Use stall bars at shoulder level to support. Use parallel bars to support on sides of him. Use mirrors at end o parallel bars to kee child's head up and forward while standi Knock the Bunny-Off game. When child can stand by holding on, place him in play-pen. Take favorite toy and place on a corner where it will stand alone. Encourage child to use one han and knock it off, while holding on wit other hand.

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Use stall bars at shoulder level to support. Use parallel bars to support on sides of him.	Parallel Bars		
	Use mirrors at end of parallel bars to keep child's head up and forward while standing.	Plexiglass Mirror		
	Knock the Bunny-Off game. When child can stand by holding on, place him in play-pen. Take favorite toy and place on a corner where it will stand alone. Encourage child to use one hand and knock it off, while holding on with other hand.	Play Pen Stuffed Toy	Parent Another Child Teacher Aide	Anywhere play-pen will fit.

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. GROSS MOTOR (Compet) 2. Demonstrates ability to walk independently (Compet 14.6) 3. Takes steps while being held by both arms (Compet 6.1) Walks being held by one arm (Compet 6.2) Walks around objects while holding on for support (Compet 6.3)	Observation of child going through specific objectives	Baby Learning Through Baby Play A Parent's Guide for First Two Years by Ira J. Gordon St. Martin's Press New York Teacher provides initial encouragement by holding child's hands - provides verbal approval. Supply equipment for child to hold onto and feel secure - provide verbal approval. (Mistovich)	Par Tab Cha

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TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Baby Learning Through Baby Play A Parent's Guide for First Two Years by Ira J. Gordon St. Martin's Press New York			
tion of child hrough specific ves	Teacher provides initial encouragement by holding child's hands - provides verbal approval. Supply equipment for child to hold onto and feel secure - provide verbal approval. (Mistovich)	Parellel Bars Tables Chairs	Teacher Parent Aide	Any large room

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
3. (continued) Walks a short distance from one object (person to another) (Compet 6.4) Walks independently frontwards (Compet 6.5) Child walks length of 9 ft. room.		
1. FINE MOTOR 2. Demonstrates Eye-Hand Coordination 3. Child transfers raisins, pegs and circles into an open can; then into a can with a slot. (Baby Learning Through Baby Play by (Ira J. Gordon, St. Martin's Press, N.Y.)	Teacher observations	Teacher will first demonstrate to child what is expected of him. After each object is placed in can, child is rewarded with candy.

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
cher observations	Teacher will first demonstrate to child what is expected of him. After each object is placed in can, child is rewarded with candy.	Empty coffee can with plastic lid for a slot Raisins Pegs Circles (checkers)	Anyone	Anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
Programming - Sister Mary Leonard McGuire Memorial New Brighton, Pa. Child can bat a balloon into the air and keep it up to thirty seconds (Daily Sensory - Motor Training Activities A handbook for Teachers and Parents of Pre-School Children) William T. Braley, M.Ed. Geraldine Konicki Catherine Leedy Ed. Activities, Inc. Freeport, L. I. New York	Teacher Observations	Teacher holds child's hand and repeat activities of batting balloon. Gradually allow child to take over. Verbal praise.	Inf

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TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Observations	Teacher holds child's hand and repeat activities of batting balloon. Gradually allow child to take over. Verbal praise.	Inflated Balloon	Anyone	Anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. COMMUNICATION 2. Child Imitates Sounds 3. After being shown various pictures of a cow, dog and a lamb, the child will produce the sounds, moo - arf - baa. The Remediation of Learning Disabilities. A handbook of Psychoeducational Resource Programs by Robert E. Valett	Teacher judgment	Go slowly and reward pupil after every correct imitative response. Show child pictures and repeat the desired sound many times. Using nonsense words and syllables (bink, ba, bu) have child repeat. Reward correct responses. (Robert E. Valett)

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment	Go slowly and reward pupil after every correct imitative response. Show child pictures and repeat the desired sound many times. Using nonsense words and syllables (bink, ba, bu) have child repeat. Reward correct responses. (Robert E. Valett)	Large pictures of a Dog Cow Sheep	Speech Therapist Trained Teacher	Any quiet area

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SELF-CARE (Compet 34.3) 2. Demonstrates ability to drink from a cup 3. Lifts cup, tips to mouth and replaces cup on table with one hand. (3.6)	Teacher judgment	(Mistovich) Instructor first goes through the task the child is to complete. Command is given for child to imitate.	Pl gl Pl
4. Demonstrates ability to use a spoon (Compet 34.7) 5. Fills spoon (7.5) 6. Holds spoon in finger rather than fists. (7.6)	Teacher judgment	(a) Guide child's hand from his mouth back to the bowl and fill the spoon. (b) Let child take spoon from his mouth to the bowl-assist in filling spoon. (c) Let child take spoon from his mouth to the bowl, fill it, then place it back into his mouth (Mistovich)	Pl Te Bi Hi So

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	(Mistovich) Instructor first goes through the task the child is to complete. Command is given for child to imitate.	Plastic drinking glass or cup Plenty of paper towels	Parent Teacher Aide	Dining Area
judgment	(a) Guide child's hand from his mouth back to the bowl and fill the spoon. (b) Let child take spoon from his mouth to the bowl-assist in filling spoon. (c) Let child take spoon from his mouth to the bowl, fill it, then place it back into his mouth (Mistovich)	Plastic Bowl Teaspoon or baby spoon Bibs High Chair Something good to ear	Parent Teacher Aide	Area where child usually eats

NRRC/P FORM XIV 7-73

CASE OF M

I. IDENTIFICATION

C.A. 3-4

Sex: Male

II. REPORTS OF PREVIOUS EVALUATIONS

General physical condition is good
Not on medication
Gross physical impairments

1. Non-ambulatory
2. Congenital Spina Bifida and Myelomengocele
3. Hydrocephalus - shunted
4. Convulsions - only one
5. Hearing - very good, turns head toward sounds
6. Vision - good - one eye seems to turn inward

III. OTHER CONTACTS

Albert Einstein in Philadelphia
St. Christopher's Hospital for Children

IV. ASSESSMENT OF PRESENT LEVELS OF FUNCTIONING

Motor Development

Gross Motor

Raises head without aid
Sits without support
Can roll body from one position to another
Can move himself around in a walker - favors use of right arm and right leg

Fine Motor

Has ability to move hands
Moves hands randomly
Can reach for objects
Has ability to grasp objects but drops them

Visual Motor

Attends to visual stimuli
Eye follows moving objects

Auditory Motor

Responds to loud noises
Turns head to auditory stimuli

Tactile/Kinesthetic

Touches objects with right hand and right leg
Touches, picks up and throws objects

Intellectual Development

Self Concept

He responds to his name
He makes eye contact with speaker
He turns toward speaker

General physical condition is good
Not on medication
Gross physical impairments

1. Non-ambulatory
2. Congenital Spina Bifida and Myelomengocele
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Attends to visual stimuli
Eye follows moving objects

Auditory Motor

Responds to loud noises
Turns head to auditory stimuli

Tactile/Kinesthetic

Touches objects with right hand and right leg
Touches, picks up and throws objects

Intellectual Development

Self Concept

He responds to his name
He makes eye contact with speaker
He turns toward speaker
Smiles at everyone
He loves to be talked to and will smile in return
He likes to look at himself in a mirror

CASE OF M

Communication
Makes sounds to get attention
Only word M knows is "Hi"

Conceptual
No response

Social Development

Self Care
Not toilet trained because of damage done to his central nervous system
Does not feed self

Self Help and Independence
None

Social Interaction
Smiles when someone enters room
Reaches for familiar people
Watches the movements of others
Knows how to seek attention
Plays alone
Plays beside another child

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE M
2. LOCATION Summer Traineeship Program
3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR 2. 14.6.0 - Compet 3. 6.1 6.2 6.3	Teacher Evaluation When child can walk a short distance from one object to another	1. Hold child up under arms with back to teacher. 2. Daily place the child's hands over objects to strength-hand grasp. 3. Child learns to hold onto objects such as tables, chairs & desk. 4. With some support, child learns to walk to favorite toy such as stuffed animals, stacking toys and music box. 5. Have the child learn to hold onto a bar. Teach him to pick himself up with the aid of the bar.	As

NRRC/P PRESCRIPTION PLANNING RECORD

NE UNIVERSITY
aineeship Program   3. PRESCRIPTION WRITER Sr. Dorothy Ann Gayden   CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
r Evaluation hild can walk a distance from ject to another	1. Hold child up under arms with back to teacher. 2. Daily place the child's hands over objects to strength-hand grasp. 3. Child learns to hold onto objects such as tables, chairs & desk. 4. With some support, child learns to walk to favorite toy such as stuffed animals, stacking toys and music box. 5. Have the child learn to hold onto a bar. Teach him to pick himself up with the aid of the bar.	As indicated in Methods	Regular teacher Teacher's Aide Physical Therapist	Regular Classroom P. T. Area

NRRC/P FORM XIV 7-73

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DUQUESNE UNIVERSITY

1. STUDENT CODE M 2. LOCATION Summer Traineeship Program 3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
Gross Motor (continued 1. FINE MOTOR 2. Compet 16.3.0 3. 3.2 4. To be able to hold onto an object without dropping it on the floor.	Teacher Evaluation When a child reaches for a toy, stuffed animal, a bell and he holds onto it, shakes it, or plays with it, instead of just dropping it on the floor, then you will have some success	6. Next teach him to stand up holding onto the bar, then try to teach the child to walk holding onto the bar. Use a behavior modification after each successful task.... Candy, ice cream, pat on the head or a hug. I. Reach 1. Let the child reach for dangling objects. 2. Offer a toy to a child at different heights and distanc

NRRC/P PRESCRIPTION PLANNING RECORD

UESNE UNIVERSITY
Traineeship Program 3. PRESCRIPTION WRITER Sr. Dorothy Ann Gayden CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
cher Evaluation	6. Next teach him to stand up holding onto the bar, then try to teach the child to walk holding onto the bar. Use a behavior modification after each successful task....			
a child reaches for oy, stuffed animal, ell and he holds o it, shakes it, or ys with it, instead just dropping it on floor, then you l have some success	Candy, ice cream, pat on the head or a hug. I. Reach 1. Let the child reach for dangling objects. 2. Offer a toy to a child at different heights and distance	Bell Rattles Containers Stuffed animals Large balloons Balls Stacking toys	Regular teacher Teacher's Aide	Regular Classroom

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE M
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. 2. 3. 4.
FINE MOTOR - (continued)		II. Grasp & Shake 1. Let child take a bell and see if he rings it. 2. Give him a rattle and let him shake it 3. Try handing him a container filled with beads or marbles and see if shakes it. III. Holding Objects with Both Hands 1. Give him a large stuffed animal - teach him to hold it with both hands. 2.Give him a balloon and teach him to hold onto it.	Bell Rattl Conta Stuff Large Balls Stack

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY
ineeship Program   3. PRESCRIPTION WRITER Sr. Dorothy Ann Gayden   CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	II. Grasp & Shake 1. Let child take a bell and see if he rings it. 2. Give him a rattle and let him shake it 3. Try handing him a container filled with beads or marbles and see if shakes it. III. Holding Objects with Both Hands 1. Give him a large stuffed animal - teach him to hold it with both hands. 2.Give him a balloon and teach him to hold onto it.	Bell Rattles Containers Stuffed animals Large balloons Balls Stacking toys	Regular Teacher Teacher's Aide	Regular Classroom

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NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE M   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
FINE MOTOR - (continued)		3.Give him a large ball to hold onto & later on learn to roll it. 4. Give him stacking toys and teach him to put them together and take them apart.
1.FEEDING/EATING/DRINKING 2.Compet 34.7.0 3. 7.1 4. 7.2 7.3 7.4 7.5 7.6	Teacher Evaluation When a child shows good control of the spoon, then you will see some success	1. If the child is a problem child, it is best to feed him alone in his room. 2. Place only one dish in front of him so he will not be distracted. 3. Try to use the same spoon and follow the same method.

NRRC/P PRESCRIPTION PLANNING RECORD

QUESNE UNIVERSITY
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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	3.Give him a large ball to hold onto & later on learn to roll it. 4. Give him stacking toys and teach him to put them together and take them apart.			
acher Evaluation en a child shows od control of the oon, then you will e some success	1. If the child is a problem child, it is best to feed him alone in his room. 2. Place only one dish in front of him so he will not be distracted. 3. Try to use the same spoon and follow the same method.	Training spoon if necessary Bowl Bib Highchair "Infant & Child in the Culture of Today" Arnold Gesell, M.D. Frances Ilg, M.D. Harper & Brothers	Regular Teacher Aide	Regular Classroom Lunchroom

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NRRC/P PRESCRIPTION PLANNING RECORD

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
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FEEDING/EATING/DRINKING - (continued)	Teacher Evaluation When a child shows good control of the spoon, then you will see some success.	4. Have the child hole the spoon horizontally, raise his elbow as he lifts the spoon to his mouth. Guide his hand from the bowl to his mouth. 5. Let the child use his free hand to help push the foon on the lips into the mouth. 6. Food that cannot be swallowed should be removed from the mouth. 7. Child will clean off spoon better if he tilts the spoon handle upward as he removes it from his mouth.	Trai ne Bowl Bib High

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NE UNIVERSITY
aineeship Program 3. PRESCRIPTION WRITER Sr. Dorothy Ann Gayden CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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FEEDING/EATING/DRINKING - (continued)	Teacher Evaluation When a child shows good control of the spoon, then you will see some success	8. Check the child's chewing movements of the jaw and tongue. 9. Have the child lick in bits of food from the chin or the side of the mouth.

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r Traineeship Program

3. PRESCRIPTION WRITER Sr. Dorothy Ann Gayden

CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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NRRC/P FORM XIV 7-73

CASE OF E

I. IDENTIFICATION

C.A. 4-3

Sex: Male

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

Microcephalic
Can sit alone
Cannot walk or stand
Has use of hands - can transfer objects, grasp, push and reach

Motor Development

Gross Motor

Gross motor of hands and arms generally good
Can reach, push and pull
Can roll partially over from supine position and pull himself up to a sitting position

Fine Motor

Firm grip
Little fine motor development

Intellectual Development

Testing

Cattell Infant Intelligence Scale

Results

M.A.	7 months
I.Q.	12

Severely mentally retarded

Social Development

Vineland Social Maturity Scale -- 6 months

III. OTHER CONTACTS

Physician for residential placement

IV. ASSESSMENT OF NEEDS BASED ON PRESENT FUNCTIONING LEVELS

Physical

To strengthen leg muscles to assist E in standing

Motor

To develop fine motor skills, especially to aid in area of self feeding

Intellectual

To stimulate E in various ways to help him become more aware of his surroundings

Social

Physical Development

Microcephalic
Can sit alone
Cannot walk or stand
Has use of hands - can transfer objects, grasp, push and reach

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Intellectual Development

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To strengthen leg muscles to assist E in standing

Motor

To develop fine motor skills, especially to aid in area of self feeding

Intellectual

To stimulate E in various ways to help him become more aware of his surroundings

Social

To help E become aware of himself and others in his environment

V. GENERAL OBSERVATIONS

July 2-6, 1973

Pleasant child
Giggles often
Enjoys playing with a plastic toy hammer
Can clap
Can hold a large ball

V. GENERAL OBSERVATIONS (CONTINUED)

July 2-6 (Continued)
Tries to throw it
Language consists of "ooh-ooh," and a high screech
Can sit belted into a straight back chair
Enjoys looking in a mirror
Notices distortion of images in a mirror
Notices movement in a mirror

July 9, 10, 1973
Responds in mirror, moving head in and out
Reaches for hammer
Reaches across midline
Sat in Hogg chair
Enjoys interacting with other people

July 11, 1973
Sits alone on a mat
Pushes a ball
Moves in a walker, reaches up, down and forward

July 12, 1973
Claps hands
Can shake hands on request
Understands "Give me your hand"
Played with large beach ball
Enjoyed looking at the reflections in the beach ball
Could amuse himself for extended periods of time by holding the ball and watching his reflections
Tossed ball and became amused when it bounced on the floor

Music Class
Enjoyed music class
Held instrument and shook it
Repeatedly dropped the toy and became quite amused with this

July 13, 1973
Reaches with both hands
Flails hands to gain attention
Enjoys being pushed in chair over a bumpy surface
Enjoys watching the activity in the play area

July 16, 17, 1973
Hard to stimulate
Would not use markers on paper.
Was very fascinated with shadows
Responded to the movement of shadows
Bent over the side of his chair so that he could follow the shadow
Enjoyed playing ball
Went on swing

July 18, 19, 1973
Music class
Played on the floor in the playroom
Enjoyed playing with individual rings of a ring stack game
Enjoyed playing with inflatable toy, squeezed it, tasted it, shook it
Began with program of helping develop self feeding

Enjoys looking in a mirror
Notices distortion of images in a mirror
Notices movement in a mirror

July 9, 10, 1973
Responds in mirror, moving head in and out
Reaches for hammer
Reaches across midline
Sat in Hogg chair
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Responded to the movement of shadows
Bent over the side of his chair so that he could follow the shadow
Enjoyed playing ball
Went on swing

July 18, 19, 1973
Music class
Played on the floor in the playroom
Enjoyed playing with individual rings of a ring stack game
Enjoyed playing with inflatable toy, squeezed it, tasted it, shook it
Began with program of helping develop self feeding
Enjoyed watching soap bubbles being blown
Liked to see the bubbles break on other children; responded with giggles and sounds
Unsure at first of what to do when bubbles burst on E

July 20, 1973
Music class
Worked with putting objects into a container

V. GENERAL OBSERVATIONS (CONTINUED)

July 20, 1973 (Continued)

- E again fascinated with anything that had a reflection; a spoon, the lid of a jar
- Worked with feeling textures on the arms, legs and bare feet

July 21, 22, 1973

- Continue with self feeding
- Drinking from cup without suction top
- E held cup with both hands and finished all of his milk
- Worked in P.T. room on mat, also on rails so E could try to pull himself up
- Enjoyed working with blocks in a bucket
- Got pleasure from repeatedly emptying the blocks from the bucket

July 23, 24, 1973

- Work on feeding skills
- When ball is put above E's head and E is supported by the Hogg chair, E watches the actions in the mirror and reaches up to toss the ball away
- Responded to the above several times with verbalizations and excited noises
- Talked extensively during feeding time
- Worked in P.T. room

July 25, 1973

- Worked in playroom with various toys
- Music class
- Worked in P.T. room on cage ball in front of the mirror
- Enjoyed the cage ball--responded again with verbalizations
- Began to initiate movement on the ball
- Used his ankles for support

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE E   2. LOCATION Summer Traineeship Program   3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Feeding/Eating/Drinking (Compet 34.0) The child will be able to drink from a cup unaided. a. Following through steps 34.3.) 34.3.6) Compet	Teacher's observation of student performing the task	Working specifically with step 34.3.4 "E" was able to hold cup in two hands but needed the guidance of the teacher so not to upset the cup Following through 34.3.4. to 34.3.6. the teacher should be positioned in front of the child with the teacher's hands placed on top of the child's hands. In time the teacher allows a gradual release of his grasp, hoping for the child to accomplish this task alone.	Plas

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY
ineeship Program 3. PRESCRIPTION WRITER Frances Caputo CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
's observation ent performing k	Working specifically with step 34.3.4 "E" was able to hold cup in two hands but needed the guidance of the teacher so not to upset the cup Following through 34.3.4. to 34.3.6. the teacher should be positioned in front of the child with the teacher's hands placed on top of the child's hands. In time the teacher allows a gradual release of his grasp, hoping for the child to accomplish this task alone.	Plastic Cup	Teacher's Aide or Nurse's Aide	Ward Diningroom

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DUQUESNE UNIVERSITY

1. STUDENT CODE E 2. LOCATION Summer Traineeship Program 3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Feeding/Eating/Drinking (Compet 34.0) 6. The child will be able to help in self-feeding. Following through steps 34.7.0 to 34.7.5	Teacher's observation of child performing the task	Following the steps in Compet - again with the aide guiding the spoon by placing hand on the arm of the child just below his elbow. With this particular child, it was necessary to tilt the spoon once it was in the child's mouth because of a malformation of "E"'s teeth. Repeat these steps and gradually release grasp of "E"'s arm until he is able to successfully guide food to his mouth

NRRC/P PRESCRIPTION PLANNING RECORD

QUESNE UNIVERSITY
r Traineeship Program

2. PRESCRIPTION WRITER Frances Caputo

CODE

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher's observation child performing e task	Following the steps in Lesson [illegible] again with the aide guiding the spoon by placing hand on the arm of the child just below his elbow. With this particular child, it was necessary to lift the spoon once it was in the child's mouth because of a malformation of "E"'s teeth. Repeat these steps and gradually release grasp of "E"'s arm until he is able to successfully guide food to his mouth	Bowl, Spoon, Bib. (This child was on (junior foods)	Nurse's Aide	Ward Diningroom

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE E 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. N
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
2. Physical Development Motor Coordination a. To develop ankle support (Caputo)	Teacher's judgment and observation of the performance of the task	Work with "E" on a cage ball. Leave some play in the ball so when "E" is placed on the ball he is almost "form-fitted". Ball should be placed on a mat and in front of a mirror. "E" becomes very stimulated watching himself move in the mirror. Place "E" on the ball face up in a supine position. Support the child & move the ball forward and backward to stimulate "E". Rotate the ball so his head almost touches the floor and then, in	Cage Mat Mirro

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY
ineeship Program 3. PRESCRIPTION WRITER Frances Caputo CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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NRRC/P PRESCRIPTION PLANNING RECOR

DUQUESNE UNIVERSITY

1. STUDENT CODE E 2. LOCATION Summer Traineeship Program 3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
2 a. Motor Coordination (continued)		the other direction so his feet touch the mat. Repeat thi exercise so "E" feel general movement. After this hold the ball in a stable position - "E" then attempts to initiate movement again, pushing with his feet an thus working his ankles.
3. Fine Motor Development a. Squeezes items placed in his hand (Compet 16.3.2)	Teacher judgment	Squeeze items placed in hand, use a variety of toys starting with very flexible rubber toys to those with more resistance; preferably use toys that make a noise when

NRRC/P PRESCRIPTION PLANNING RECORD

QUESNE UNIVERSITY
Traineeship Program
3. PRESCRIPTION WRITER Frances Caputo
CODE

EVALUATIONS	6 METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	the other direction so his feet touch the mat. Repeat this exercise so "E" feels general movement. After this hold the ball in a stable position - "E" then attempts to initiate movement again, pushing with his feet and thus working his ankles.			
cher judgment	Squeeze items placed in hand, use a variety of toys starting with very flexible rubber toys to those with more resistance; preferably use toys that make a noise when	Clay, sponges, rubber toys. (Compet)	Teacher's Aide	Play Area Classroom

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1. STUDENT CODE E 2. LOCATION Summer Traineeship Program 3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
3. Fine Motor Development (continued)		squeezed. Progress to squeezing sponges, sponges in water and clay.	
4. Communication and Language Stimulation a. To stimulate language through the use of sounds.	Teacher judgment	To encourage attendance to noises by playing games. Using "E"'s favorite toy, a plastic hammer that rattles when shaken. Shake hammer above his head, behind him, to left and right. Encourage his verbal noises and sounds by talking to him, playing with him, playfully pull hammer away from him.	Pla Oth pla a n

NRRC/P PRESCRIPTION PLANNING RECORD

SNE UNIVERSITY
raineeship Program 3. PRESCRIPTION WRITER Frances Caputo CODE ______

VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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er judgment	squeezed. Progress to squeezing sponges, sponges in water and clay. To encourage attendance to noises by playing games. Using "E"'s favorite toy, a plastic hammer that rattles when shaken. Shake hammer above his head, behind him, to left and right. Encourage his verbal noises and sounds by talking to him, playing with him, playfully pull hammer away from him.	Plastic toy hammer Other toys "E" enjoys playing with that make a noise.	Teacher	Classroom Play area

CASE OF K

I. IDENTIFICATION

C.A. 2-4

Sex: Male

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General health is good
Not on medication
Spastic on right side
Hydrocephalic - shunted three times
Tends to vomit projectilely
Hearing is good
Vision is questionable at a distance
Had a pre-mature birth (three weeks)

Motor Development

Extremely lethargic after birth
Slept most of the time - rarely opened eyes
Inactive with little interest

Intellectual Development

Very slow progress

Social Development

Not responsive

Emotional Development

Little information - child was limp

III. OTHER CONTACTS

Child has been hospitalized almost from birth to his present placement. A social worker from Mental Retardation Unit checks regularly. Child is an applicant for interim care at a state institution.

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

Entered present setting as a crib case with little hope for life.
Child is now healthy, happy, robust.

Motor Development

Gross Motor

Can raise, turn and balance head
Reaches, grasps, and holds firmly
Sits with much assistance
Rolls on back, side and stomach

Fine Motor

Favors left hand - has strong grasp
Right hand is usually fisted
Can carry objects to mouth

Physical Development
General health is good
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Spastic on right side
Hydrocephalic - shunted three times
Tends to vomit projectilely
Hearing is good
Vision is questionable at a distance
Had a pre-mature birth (three weeks)

Motor Development
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Slept most of the time - rarely opened eyes
Inactive with little interest

Intellectual Development
Very slow progress

Social Development
Not responsive

Emotional Development
Little information - child was limp

III. OTHER CONTACTS

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Physical Development
Entered present setting as a crib case with little hope for life.
Child is now healthy, happy, robust.

Motor Development

Gross Motor
Can raise, turn and balance head
Reaches, grasps, and holds firmly
Sits with much assistance
Rolls on back, side and stomach

Fine Motor
Favors left hand - has strong grasp
Right hand is usually fisted
Can carry objects to mouth

Visual Motor
Seems to see objects only if they are held close to face
Can follow moving objects in all directions
Has fairly good eye control

Auditory Motor

Very good hearing
Cocks head toward direction of sound
Likes to make noise and hear himself

Tactile/Kinesthetic

Responds by laughter to touch on soles of feet and neck
Enjoys slapping hands and finger games
Reaches for objects and carries them to the mouth, especially soft rubber duck

Intellectual Development

Self Concept

Smiles at sound of name
Reacts to individual attention with coos

Communication

Loves attention - will slap face, cry, yell, scream to get it
Is contented when carried
Vocabulary consists of three sounds: "ma-ma," "ba-ba," "ga-ga"

Conceptual

Prognosis is not evident

Social Maturity

Self Care

Can hold training cup with one hand
Is able to shuttle spoon with assistance and guidance
Stretches arms for dressing

Self Help and Independence

None

Social Interaction

Plays alone - usually one toy
Gives response to individual attention yet disrupts group activity

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1. STUDENT CODE K   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR DEVELOPMENT 2. Compet - 14.3.0 3. Compet - 14.3.3 (Includes 20.3.2)	Teacher Evaluation	1.Place child in supine position on floor. 2. Instructor in kneeling position supports child's legs between knees. 3. Allow child to grasp thumbs of instructor's hands over child's. 4. Slowly pull child toward self while softly saying "up" 5. Return child to beginning position while softly saying "down" This exercise will strengthen back and neck muscles.	Fl Ma on e.

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
r Evaluation	1.Place child in supine position on floor. 2. Instructor in kneeling position supports child's legs between knees. 3. Allow child to grasp thumbs of instructor's hands over child's. 4. Slowly pull child toward self while softly saying "up" 5. Return child to beginning position while softly saying "down" This exercise will strengthen back and neck muscles.	Flat padded surface Mats or soft coverings on floor. e.g. Blankets, quilts, bed padding	Teacher Aide Parent	Any large area. (Large enough for teacher & child)

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1. STUDENT CODE K

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3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR DEVELOPMENT - (continued) (14.3.0 - 14.3.3.)		6. With child down on back, set favorite toy to his side 7. Entice child to turn entire body toward toy. This wil be a half roll. 8. Slowly raise toy so child must reach for it with one hand Other hand and arm provides support for body weight. 9. As toy is slightl raised and grasped, child will force weight to the other part of his body and lift himself into a sitting position. 10. With toy in both hands, task is accomplished. Reward

NRRC/P PRESCRIPTION PLANNING RECORD

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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	6. With child down on back, set favorite toy to his side 7. Entice child to turn entire body toward toy. This will be a half roll. 8. Slowly raise toy so child must reach for it with one hand. Other hand and arm provides support for body weight. 9. As toy is slightly raised and grasped, child will force weight to the other part of his body and lift himself into a sitting position. 10. With toy in both hands, task is accomplished. Reward	Flat padded surface Mats or soft coverings on floor	Teacher Aide Parent	Any area large enough for teacher and child

NRRC/P PRESCRIPTION PLANNING RECORD

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2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
GROSS MOTOR DEVELOPMENT - (continued) (14.3.0 - 14.3.3)		child with a hug and praise. 11. Daily increase sitting time	
1. GROSS MOTOR DEVELOPMENT	Teacher Evaluation		
2. Compet - 14.4.0 3. To learn positioning and movement. Stimulus given by speech, rubbing, inflections in voice, love. Situation should be a happy, play time.	Task is considered complete when child will raise self and move forward to a desired person or object.	1. Instructor places right arm horizontally in front of child. 2. Bend child's knees on floor for kneeling position. 3. Extend child's arm over instructor's. 4. Place hands flat on floor (palms down) with fingers extended. Daily increase time of position to prepare for next step.	Posi crad roll bean teac

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Evaluation	child with a hug and praise. 11. Daily increase sitting time			
considered when child se self and ward to a person or	1. Instructor places right arm horizontally in front of child. 2. Bend child's knees on floor for kneeling position. 3. Extend child's arm over instructor's. 4. Place hands flat on floor (palms down) with fingers extended. Daily increase time of position to prepare for next step.	Positions may be over cradle, crawler, rolled blanket, small bean bags or the teacher's arm.	Teacher Aide Parent	Any area large enough for teacher and child

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1. STUDENT CODE K   2. LOCATION Summer Traineeship Program   3. PRESCRI

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1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR DEVELOPMENT - (continued) (14.4.0)	Teacher Evaluation	5. Firmly place left hand and left knee forward. Alternate with right side. If no response, rub legs, arms downward. Task is easier when two persons are present.
1. FEEDING/EATING/DRINKING 2. COMPET - 34.0 3. Extend self feeding to regular foods. Develop a controlled pattern of bringing food from bowl to mouth. Stimulus is lip tasting.	Teacher Evaluation Task is achieved when-child can maintain control of a spoonful of food and eat most of food from a bowl.	1. Estimate tongue control and swallowing ability by lip tasting. 2. When tongue can roll in a sustained manner - use utensils. 3. During play stress holding handle of large spoons-reduce

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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cher Evaluation	5. Firmly place left hand and left knee forward. Alternate with right side. If no response, rub legs, arms downward. Task is easier when two persons are present.		Teacher Aide Parent	Any area large enough for teacher and child
her Evaluation is achieved when- ld can maintain trol of a spoonful ood and eat most of from a bowl.	1. Estimate tongue control and swallowing ability by lip tasting. 2. When tongue can roll in a sustained manner - use utensils. 3. During play stress holding handle of large spoons-reduce size.	Spoons of various sizes. (large, wooden, salad mixing, tablespoons, etc.) Bibs Bowls - plastic Puddings, soft foods High chair-advisable	Teacher Aide Parent	Classroom Therapy Room Lunchroom Pleasant setting with others eatin in the same room

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FEEDING/EATING/DRINKING - (continued)	Teacher Evaluation	4. Establish hand to mouth movement. 5. Standing behind child, place child's hand over spoon handle, teacher's over child's. 6. Follow suggestions (Compet 34.7.0) 7. Remove hand from child's and keep child's arm in same angle for eating by nudging it when there is a tendency to swing away. 8. After pattern is developed, introduce new foods.	Sp si Bi Bo Pu Hi

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TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
r Evaluation	4.Establish hand to mouth movement. 5. Standing behind child, place child's hand over spoon handle, teacher's over child's. 6. Follow suggestions (Compet 34.7.0) 7. Remove hand from child's and keep child's arm in same angle for eating by nudging it when there is a tendency to swing away. 8. After pattern is developed, introduce new foods.	Spoons of various sizes. Bibs Bowls - plastic Puddings-soft foods High Chair	Teacher Aide Parent	Classroom Therapy Room Lunchroom Pleasant setting with others eating in same room

NRRC/P FORM XIV 7-73

CASE OF L

I. IDENTIFICATION

C.A. 4-4

Sex: Male

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General physical condition - fair
Medication - for adrenal malfunction (Cortone - 5 milligrams 3 times a day) and for hyperactivity (Valium - 5 milligrams 3 times a day and Atarax - 10 milligrams 3 times a day). Two other medications have been eliminated temporarily (Periactin and Permitil) due to a recent heart failure attack
Sleeping patterns - irregular
Hospitalizations - 4. L has been hospitalized almost since birth until present placement in a residential home. He was a premature baby born with blood incompatibility. There were also several other birth complications including Jaundice
Epilepsy - convulsive disorder but not recently evidenced
Gross physical impairments - none
Cerebral Palsy - no
Hearing - good
Vision - Able to see objects close to face. L had four cataract operations at age 7 months. Glasses were prescribed but child is not able to wear them

Intellectual Development

Testing

Baley Mental Scale August 12, 1970
C.A. 16 months

Results

Score - less than 3 month level at C.A. 16 months
Mental Development Index less than 50

Emotional Development

Constant self-destruction to face and especially to the nose area. Reasons for this are uncertain but L has been examined for any physical causes. Results are negative.
Hyperactivity

III. OTHER CONTACTS

Physicians
Local hospital
Children's Hospital
Mental Health Clinic
Social agencies - none
Psychologist - Children's Hospital Developmental Clinic

II. REPORTS OF PREVIOUS EVALUATIONS

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Hyperactivity

III OTHER CONTACTS

Physicians
Local hospital
Children's Hospital
Mental Health Clinic
Social agencies - none
Psychologist - Children's Hospital Developmental Clinic
Residential home for the mentally retarded - present residence

IV. ASSESSMENT OF CURRENT FUNCTIONING LEVELS

Motor Development

Gross Motor

Demonstrates ability to hold head in a coordinated manner independently

Motor Development (Continued)

Gross Motor (Continued)

Demonstrates ability to roll body from side to side, back to front, on stimulation, on command, and fearlessly. Also rolls down an inclined surface and tries to go upward
Sits propped with head erect
Sits steadily in corner of bed for more than ten minutes
Reaches for objects
Stands unsteadily for a few seconds if supported and if legs are held rigid

Fine Motor

Extends fingers
Moves hands to right and left, up and down
Moves both hands
Keeps hands open
Moves objects
Transfers objects sometimes
Demonstrates ability to reach
Moves hand toward object
Opens fingers to touch or grasp
Moves hand to right and left past midline in sitting position
Sweeps with hand
Holds stick
Holds rattle
Holds with whole hand
Squeezes sponge, paper, etc.

Visual Motor

Demonstrates ability to attend briefly to visual stimuli
Follows moving object with eyes and head
Regards penlight, colored toys, etc., 6 inches in front of eyes
Regards in line of vision, below and above
Reacts to light 8 inches away
Demonstrates ability to fixate eyes on objects
Gazes on lights briefly
Visually pursues in any direction

Auditory Motor

Demonstrates ability to attend to loud noises
Attends to loud noises (startles or looks)
Hears sound, regards face, etc., of speaker
Turns head to locate sound 12 inches away
Looks for sound behind
Responds to soft and loud voice

Tactile/Kinesthetic

Demonstrates an interest in exploring objects tactually
Responds when scraped or rugged, touched or raked on any part of body
Responds to hug
Reacts to hand contact
Reacts to food contact
Reacts to water stimulation
Holds objects (grasp)
Transfers objects sometimes

Intellectual Development

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Responds to hug
Reacts to hand contact
Reacts to food contact
Reacts to water stimulation
Holds objects (grasp)
Transfers objects sometimes

Intellectual Development

Self Concept

Can identify (by reaching) "piggy toes"

Communication

Shows frustration by weak cry and facial contortions
Smiles, but very infrequently

Intellectual Development (Continued)

Communication (Continued)

Makes a few gutteral sounds but no recognizable speech sounds
Will roll on command with stimulation
Will try to sit up from lying position by raising head on command and with stimulation
May shake head "yes" or "no" in answer to simple questions (This was observed on two occasions only and therefore is questionable)

Social Maturity

Self Care

Remains dry for a specified time
Remains unsoiled for a specified time
Demonstrates sucking reflex (weak)
Holds own drink with help
Shows ability to being spoon fed (cooperates)
Guides feeder's hand to his own mouth with his hand

Social Interaction

None observed

Emotional Maturity

Self-destructive behavior - scratches and tears at face and nose

V. GENERAL GOALS

To eliminate self-destructive behavior
To improve gross motor coordination
To improve feeding skills
To improve awareness of self and environment
To initiate communication skills

VI. RECOMMENDATIONS

Positive Reinforcers

Pudding on finger
Loving, hugging, rocking him while singing to him
Taking him for a walk in his Hogg chair unrestrained (As long as he is being pushed, he will not exhibit self-destructive behavior)
Allowing him to play in water - shower, tub, sprinkler, etc.

Negative Reinforcers

As soon as L makes contact with his face, put restraints on him (elbow braces and strap his arms down in his chair) so he cannot reach his face) and walk away. Connect this with a sour face and an emphatic "NO!" Say nothing else, just walk away and ignore him. Return five minutes later and, after removing restraints, reward him if he keeps his hands down. (That is, if he does not exhibit destructive behavior) If hands go back up to face, put restraints on immediately, say "NO!" and walk away. Continue until you can positively reinforce him.

Reinforcement Program

Social Maturity

Self Care

Remains dry for a specified time
Remains unsoiled for a specified time
Demonstrates sucking reflex (weak)
Holds own drink with help
Shows ability to being spoon fed (cooperates)
Guides feeder's hand to his own mouth with his hand

Social Interaction

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Self-destructive behavior - scratches and tears at face and nose

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Reinforcement Program

One person from each shift should spend approximately 15 minutes per day with L. Also, it would be good to persuade his mother to come to the home on a regular basis to do the same with L.

The program can be carried out with L while he is in the P.T room, being changed, etc., but the rules should be strictly conformed to by whomever is working with him. During the first couple of weeks, however, it should be carried out in one specific room or area. This is done so that L will come to associate the attention he is getting to a pattern that is expected of him. Also, during other times of his waking hours, the same schedule should be followed as closely as possible with any person who is working with him. Therefore, it is very important that all personnel become aquainted with this program. This may seem difficult but unless everyone is consistent in handling L, the program will not be effective.

Use of the Chart

Any person working with L for the 15 minute segments must follow up this period by observing L for 15 seconds (use stopwatch) and recording results on the chart provided. A sample chart is included here. If possible, note the methods he uses to reach his face, eg., rolled over and rubbed his face on bed, side or arm or shoulder, etc. There should be no physical contact during this testing and no reinforcers used. If it becomes necessary to pull L's hands away from his face, do so with as little emotion as possible and note this on the chart.

At the end of each week compile the daily chart results onto the provided weekly chart as evidence of the success of the program.

Test the effectiveness by putting L in his chair unrestrained and note whether he can keep away from his face for a period of one minute. If he is successful at this on several occasions, then the immediate goal may be increased to: "L will not attach his face for a period of two minutes without adult restraints. Be sure not to make any physical contact during this evaluation.

General Recommendations

1. All personnel should become aquainted with suggested use of positive and negative reinforcers and should use them whenever they make personal contact with L.

2. One person from each shift should be with L on a one to one personal relationship for approximately 15 minutes each day and follow through with chart procedures.

3. Effectiveness of the program should be tested at the end of each week.

4. Chart results should be compiled at the end of each week to show graphically any progress L may be making.

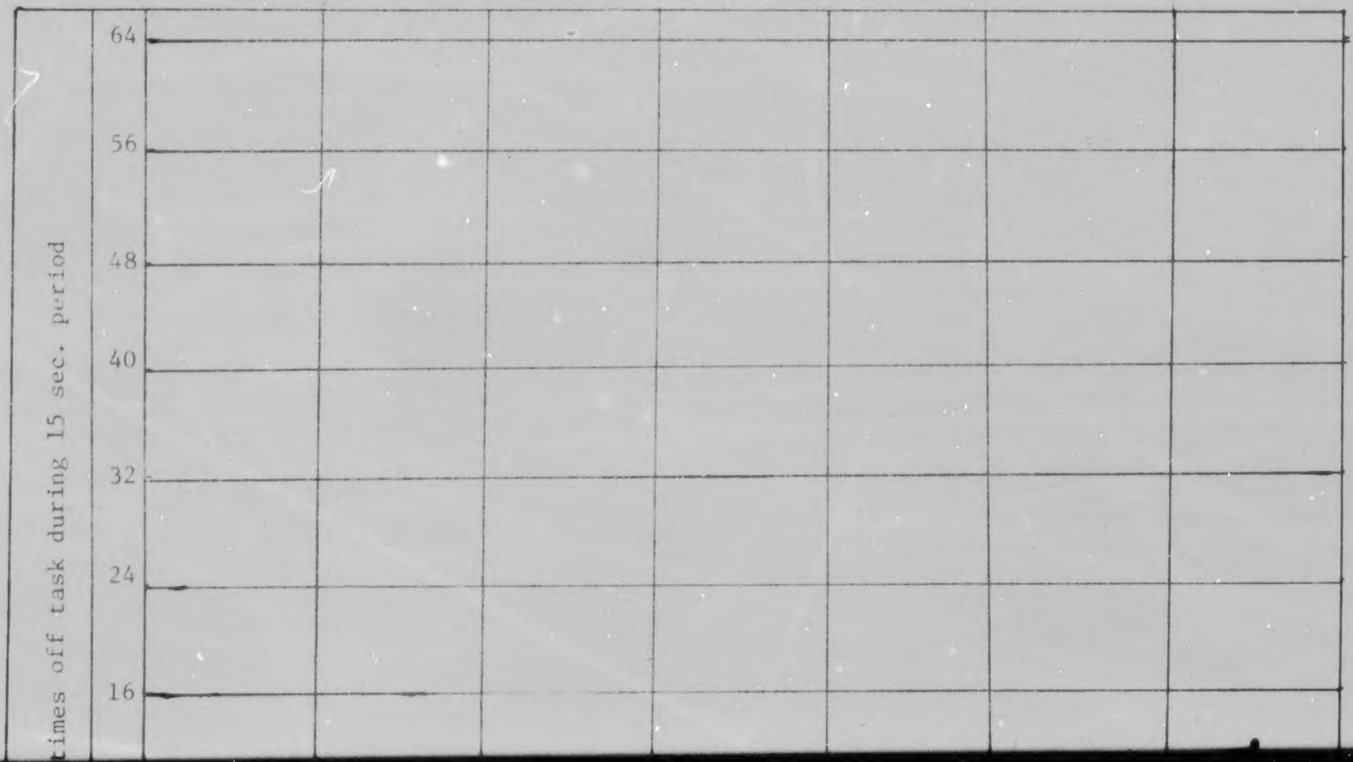
SAMPLE CHARTS

Daily Chart

Name of Adult	Date	Time	Seconds	On Task	Off Task	Notations
J. F.	7/25	2:15	1	x		
			2	x		
			3	x		
			4		x	
			5		x	
			6		x	
			7		x	Had to pull hands down
			8	x		
			9	x		
			10	x		
			11		x	
			12	x		
			13	x		
			14	x		
			15		x	Rolled over to rub face on pillow

Weekly Chart

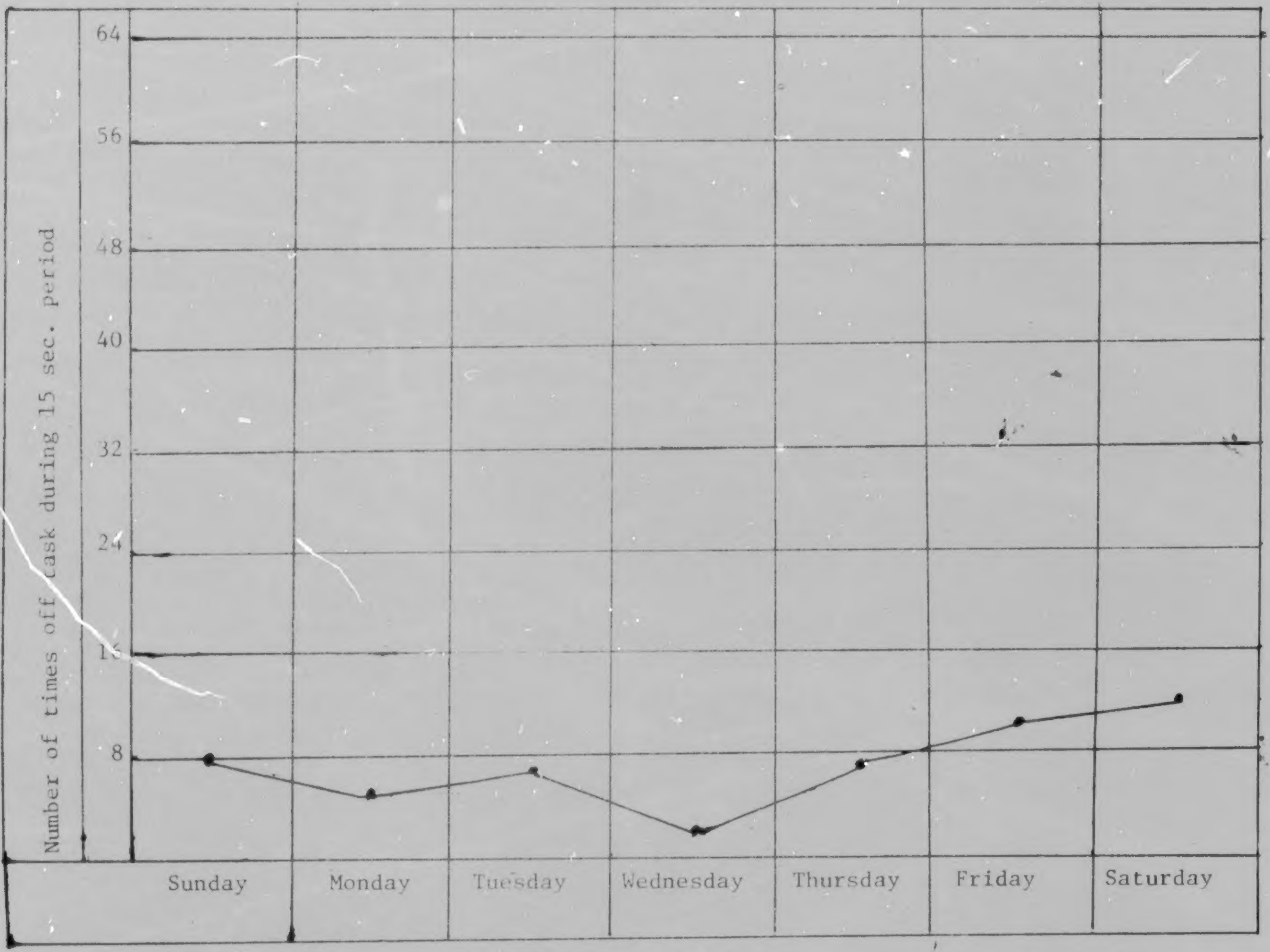
NAME L WEEK OF July 22, 1973



			4		x	
			5		x	
			6		x	
			7		x	Had to pull hands down
			8	x		
			9	x		
			10	x		
			11		x	
			12	x		
			13	x		
			14	x		
			15		x	Rolled over to rub face on pillow

Weekly Chart

NAME L. WEEK OF July 22, 1973



NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE L   2. LOCATION Summer Traineeship Program   3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SELF CARE	Charts (attached)	(Farrish)	Sto
2. Over a long range period of time, self-destructive behavior will be eliminated through a consistent program of behavior modification.			Puc Adu Tub spr Elb Hog
3. L will not attack his face for a period of one minute without adult restraints. (As program continues, time limits will increase by one minute for each success).	Teacher's systematic observation of student exhibiting behavior.	Detailed description attached.	Cha
1. GROSS MOTOR (Compet 14.3.0) Ed.Farrish 2. To improve "L"'s gross motor coordination such that he will demonstrate the ability to sit erectly unsupported. (Farrish) 3. To strengthen "L"'s arm muscles and back. such that he will be able to sit steadily in a bean bag chair for 10 minutes without adult assistance.	Teacher judgment. "L" must sit in a bean bag chair without adult aid for 10 minutes	(Farrish) Observation of "L"s ability to sit erect showed that when placed in a sitting position in a small bean bag chair, L could control his head and neck muscles sufficiently but did	C i A S m a H B

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ESNE UNIVERSITY
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3. PRESCRIPTION WRITER Jane Farrish CODE ________

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
s (attached) er's systematic vation of student iting behavior.	(Farrish) Detailed description attached.	Stop Watch Pudding Adult Attendant Tub, shower, or water sprinkler Elbow braces Hogg chair and straps Charts	Everyone who has any physical contact with "L" One person from each shift "L"'s mother	One specific room or area for first few weeks. Program may be carried out anywhere once the pattern is established. (eg) P.T. room, crib, during feeding, changing, bath,etc., outside, playroom.
er judgment. "L" sit in a bean bag without adult aid 0 minutes	(Farrish) Observation of "L"s ability to sit erect showed that when placed in a sitting position in a small bean bag chair, L could control his head and neck muscles sufficiently but did	Cradle Gym assembled in crib Any dangling object Simple device can be made from a spool and a piece of elastic. Hogg chair and straps Blanket,diaper,towel	Anyone	Anywhere

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GROSS MOTOR - (continued) (Compet 14.3.0)	Teacher judgment	not support his body with his arms and allowed his spine to bend, giving him no support to hold a sitting position for more than a few minutes. These exercise are aimed at strengt ening his muscles to the point at which h will be able to hold a steady sitting position in the bean bag chair for ten minutes. 1. Position L in his Hogg chair or any other device available in such a manner that he will not fall forward (use straps).

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment	not support his body with his arms and allowed his spine to bend, giving him no support to hold a sitting position for more than a few minutes. These exercises are aimed at strengthening his muscles to the point at which he will be able to hold a steady sitting position in the bean bag chair for ten minutes. 1. Position L in his Hogg chair or any other device available in such a manner that he will not fall forward (use straps).	Cradle Gym assembled in the crib Any dangling object Simple device can be made from a spool and a piece of elastic Hogg chair and straps -Blanket diaper or towel.	Anyone	Anywhere

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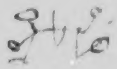
1. STUDENT CODE L 2. LOCATION Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
GROSS MOTOR - (continued) (Compet 14.3.0)		2. Brace L (blanket or towel) in a crawling position, knees on floor. Gently release brace so he is putting a small amount of weight on his hands keeping elbows rigid. Increase the amount of weight he must support each day.  Towel 3. Give L objects to hold (one hand at a time) Increase the weight daily, of these objects, thereby increasing the strength in his wrist, forearm & upper arm.	Crad in c Any Blan towe Obje weig Smal

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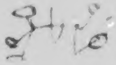
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	2. Brace L (blanket or towel) in a crawling position, knees on floor. Gently release brace so he is putting a small amount of weight on his hands keeping elbows rigid. Increase the amount of weight he must support each day.  Towel	Cradle Gym assembled in crib Any dangling object Blanket, diaper or towel	Anyone	Anywhere
	3. Give L objects to hold (one hand at a time) Increase the weight daily, of these objects, thereby increasing the strength in his wrist, forearm & upper arm.	Objects of increasing weight Small bean bag chair		

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR - (continued)	Teacher judgment	4. Place L in a sitting position in bean bag chair so that his back and sides are supported Place arms at his side, hands palms downward on the cha Hold his hands ther as he leans forward (Farrish) 5. Place L in supin hold his hands on a bar, and have him pull self to sittin position. Kephart-Ed.Far 6. Have L on your l in a sitting positi and rub, scrape,rak etc., his backbone to momentarily straighten his back

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher judgment	4. Place L in a sitting position in bean bag chair so that his back and sides are supported. Place arms at his side, hands palms downward on the chair. Hold his hands there as he leans forward. (Farrish) 5. Place L in supine hold his hands on a bar, and have him pull self to sitting position. Kephart-Ed.Farrish 6. Have L on your lap in a sitting position and rub, scrape, rake, etc., his backbone to momentarily straighten his back	Broomstick or dial rod	Anyone	Anywhere

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NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE L

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
GROSS MOTOR- (continued)	Teacher judgment	and spine. Also pull his shoulders back to help positioning. 7. Place L on floor in front of you so that his back is to you and legs are crossed tailor style in front of him. Again rake, etc.back to the point where he straightens. When he slumps again, repeat this process. 8. While L is sitting supported in bean bag chair, stimulate him with toys,lights, bell, food,etc., to raise his head upward thereby straightening backbone and back muscles.	

(Farrish)

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E UNIVERSITY
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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	and spine. Also pull his shoulders back to help positioning. 7. Place L on floor in front of you so that his back is to you and legs are crossed tailor style in front of him. Again rake, etc.back to the point where he straightens. When he slumps again, repeat this process. 8. While L is sitting supported in bean bag chair, stimulate him with toys,lights, bell, food,etc., to raise his head upward thereby straightening backbone and back muscles.	Toys, lights, bells, food, et.	Anyone	Anywhere

(Farrish)

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1. STUDENT CODE L
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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. AWARENESS OF ENVIRONMENT 2. "L" will increase the awareness of his environment to the point where he will begin to explore (tactually and visually) himself and his surroundings. (Farrish) 3. "L" will develop enough awareness to briefly attend tactually and visually when stimulated. (Farrish)	Teacher judgment	1. As often as possible, hold a hand mirror in front of L pointing to different parts of his bod Due to the possibili of his limited visio the mirror should be kept close to his face. Bring his hands up to the mirr and have him touch his face. Same with foot. Verbalize constantly. Do the same with toys. (Farrish) 2. Do as much as possible in front of a mirror - feeding, changing, playing, etc., always verbalizing and pointing to the mirror and to him. (Farrish)

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
cher judgment	1. As often as possible, hold a hand mirror in front of L pointing to different parts of his body. Due to the possibility of his limited vision, the mirror should be kept close to his face. Bring his hands up to the mirror and have him touch his face. Same with foot. Verbalize constantly. Do the same with toys. (Farrish)	Hand Mirror Toys	Anyone	Anywhere
	2. Do as much as possible in front of a mirror - feeding, changing, playing, etc., always verbalizing and pointing to the mirror and to him. (Farrish)	Large mirrors on wall Crib, etc.	Anyone	Anywhere

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
AWARENESS OF ENVIRONMENT- (continued)	Teacher judgment	3. Encourage L to explore tactually by providing him with many colors, textures and sounds. Rub his hands, face and body with different textures, temperatures. Use bright colored 4. Place a toy in the middle of a blanket, so it is just out of L's reach. Encourage him to get the toy by pulling the blanket, thus he will learn to manipulate his environment to get what he wants. (Gordon)	Mate text smoo Colo crib of b Warm clot Toys and Toy L to hand or t

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aineeship Program 3. PRESCRIPTION WRITER Jane Farrish CODE ________

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	3. Encourage L to explore tactually by providing him with many colors, textures and sounds. Rub his hands, face and body with different textures, temperatures. Use bright colored	Materials of different textures - rough, smooth, soft, etc. Colors - Jungle Gym in crib. Toys and materials of bright colors. Warm and cold foods and cloths. Toys that make sounds and noises	Anyone	Anywhere
	4. Place a toy in the middle of a blanket, so it is just out of L's reach. Encourage him to get the toy by pulling the blanket, thus he will learn to manipulate his environment to get what he wants. (Gordon)	Toy small enough for L to grasp with one hand. Blanket, diaper, or towel.	Anyone	Anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
AWARENESS OF ENVIRONMENT - (continued)	Teacher judgment	5. Use lights to get L's attention. Flash the light on different parts of his bod on toys, on yourself. Cover the light with cellophane of bright colors. (Farrish) Also use battery-operated toys that make noise and light up.
1. SELF-CARE - FEEDING 2. L will exhibit sufficient motor coordination and self help skills to perform simple feeding functions proficiently and without adult assistance (Farrish	Teacher judgment	L has indicated the ability and desire to initiate some self-feeding skills. Start with simple finger food that is easy to grasp. Hold it within his reach and encourage him to

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9 ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment	5. Use lights to get L's attention. Flash the light on different parts of his body, on toys, on yourself. Cover the light with cellophane of bright colors. (Farrish) Also use battery-operated toys that make noise and light up.	Flashlight Battery-operated toys that light up. Play-Lites from Edmond Scientific Co.	Anyone	Anywhere
eacher judgment	L has indicated the ability and desire to initiate some self-feeding skills. Start with simple finger food that is easy to grasp. Hold it within his reach and encourage him to	Finger foods, tray -cut from plywood allowing enough room for trunk but not so much room that child can get arms through cut-out. Trays are fastened around the backs of chairs with elastic tiedowns (motor-	Any Adult	Anywhere - L shou be placed in sitt position with tra attached to Hogg chair allowing hi the ability to se the food and to reach it.

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
SELF CARE - FEEDING (continued) 3. Given a cookie or other finger food, L will be able to pick up the food, put it in his mouth, masticate, and swallow without adult assistance. (Farrish)	Teacher judgment	put the cookie "in your mouth". Use simple phrases indicating what he is to do and praise him constantly. At first, guide his hand to his mouth and back down again. When he bites say, "good, now chew, chew, chew". It may be necessary to hold your hand over his so that he does not drop the cookie. Continue this process consistently until L is able to perform the task independently (Farrish)	cyc tie Tra Phy Han

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	put the cookie "in your mouth". Use simple phrases indicating what he is to do and praise him constantly. At first, guide his hand to his mouth and back down again. When he bites say, "good, now chew, chew, chew". It may be necessary to hold your hand over his so that he does not drop the cookie. Continue this process consistently until L is able to perform the task independently (Farrish)	cycle or truck tarp tiedowns). Training Workshop: The Physically and Mentally Handicapped Child	Any Adult	Anywhere L should be placed in sitting position with tray attached to Hogg Chair allowing him the ability to see the food and to reach it.

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. COMMUNICATION 2. L will be able to make his needs and desires known to others through verbal cues. (Farrish) 3. After concentrated verbal stimulation, L will elecit some verbal response. (Farrish)	Teacher judgment Any speech sounds should be accepted (even a cough or snort at first).	L seems to be very alert auditorily. To take advantage of this, it is necessary for whoever is with him to continually stimulate him through this avenue. During feeding, dressing, bathing and playing, talk to him about what he is doing and what you are doing. Name objects, parts of his body, etc. Use short sentences and only a few at a time. Be sure you have his attention before you talk. Repeat key words and phrases. ("Here is your shoe. See your shoe. This is L's shoe."

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher judgment y speech sounds ould be accepted ven a cough or snort t first).	L seems to be very alert auditorily. To take advantage of this, it is necessary for whoever is with him to continually stimulate him through this avenue. During feeding, dressing, bathing and playing, talk to him about what he is doing and what you are doing. Name objects, parts of his body, etc. Use short sentences and only a few at a time. Be sure you have his attention before you talk. Repeat key words and phrases. ("Here is your shoe. See your shoe. This is L's shoe."	Stimulating objects - soft toys, loud toys, nursery school toys. Food	Anyone	Anywhere

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1. STUDENT CODE L

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
COMMUNICATION - (continued)	Teacher judgment Any speech sounds should be accepted, (even a cough or snort at first)	Be concrete - have what you are talking about right there so the label will have meaning. Express pleasure & reward sounds he makes. Try to imitate his sounds back to him. (Dept.of Welfare Workshop) Babble to him using simple speech sounds such as "ma ma,ba ba, da da". Hold his hands on your lips as you do this. Form sounds close to his face so he feels your lips & vibrations. Maneuver his lips into the correct position for these sounds. Play games blowing feathers,etc. ~~by making the B sound~~. (Farrish)	Stim soft nurs Food Feat cott

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STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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(Farrish)

CASE OF D

I. IDENTIFICATION

C.A. 10

Sex: Male

Diagnosis: Mongoloid

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General good health after infancy
Not on medication
Congenital bilateral hair lip - repaired
Cleft palate - not repaired
Blind - Cataracts -- no surgery recommended because too hard to control post operatively
Frequently pushes eyeball from socket

Motor Development

Gross Motor
Walks mostly with assistance

Fine Motor
Extends fingers
Grasps objects
Bangs two objects together

Visual Motor
Appreciates light

Auditory Motor
Responds with startle to loud noise
Turns head toward auditory stimuli

Tactile/Kinesthetic
Touches, picks up, holds objects

Intellectual Development

Tested on February 26, 1973
No formal evaluation was possible but examiner feels child functions at lower limits of the Trainable Mentally Retarded range

Self Concept
Answers to own first name

Self Care
Feeds self

Communication
No previous evaluation

Conceptual
No previous evaluation

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General good health after infancy
Not on medication
Congenital bilateral hair lip - repaired
Cleft palate - not repaired
Blind - Cataracts -- no surgery recommended because too hard to control post operatively
Frequently pushes eyeball from socket

Motor Development

Gross Motor

Walks mostly with assistance

Fine Motor

Extends fingers
Grasps objects
Bangs two objects together

Visual Motor

Appreciates light

Auditory Motor

Responds with startle to loud noise
Turns head toward auditory stimuli

Tactile/Kinesthetic

Touches, picks up, holds objects

Intellectual Development

Tested on February 26, 1973
No formal evaluation was possible but examiner feels child functions at lower limits of the Trainable Mentally Retarded range

Self Concept

Answers to own first name

Self Care

Feeds self

Communication

No previous evaluation

Conceptual

No previous evaluation

Social Development

Self Care

Sits on potty
Feeds self (junior foods)

CASE OF D

Self Help and Independence
No previous evaluation

Social Interaction
Isolates self with no activity

III. OTHER CONTACTS

Services
Hospital
Court
Cleft Palate Clinic
Visually Handicapped Services
Children's Residential Home
Intermediate Unit Staff
Speech Therapist

Personnel
Social Service Worker
Probation Officer
Nurse
Teachers
Aides
Therapists
Education Director
Physician

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development
Appears to tire easily

Motor Development

Gross Motor
Walks in slumped position
Wide gait
Leans forward and grabs for person
Wants to sit instead of walking
Holds bar in elevator
Walks few steps unaided on smooth surface
Stiff legged walk
Only rolls from stomach to back
Dislikes activities which require him to lay on stomach

Fine Motor
Uses hands to push or throw objects
Holds objects for about 30 seconds
Has Palmar grasp

Visual Motor
Seemed to respond to flashing or moving light

Auditory Motor
Responds to loud noises

III. OTHER CONTACTS

Services

- Hospital
- Court
- Cleft Palate Clinic
- Visually Handicapped Services
- Children's Residential Home
- Intermediate Unit Staff
- Speech Therapist

Personnel

- Social Service Worker
- Probation Officer
- Nurse
- Teachers
- Aides
- Therapists
- Education Director
- Physician

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

- Appears to tire easily

Motor Development

Gross Motor

- Walks in slumped position
- Wide gait
- Leans forward and grabs for person
- Wants to sit instead of walking
- Holds bar in elevator
- Walks few steps unaided on smooth surface
- Stiff legged walk
- Only rolls from stomach to back
- Dislikes activities which require him to lay on stomach

Fine Motor

- Uses hands to push or throw objects
- Holds objects for about 30 seconds
- Has Palmar grasp

Visual Motor

- Seemed to respond to flashing or moving light

Auditory Motor

- Responds to loud noises
- Loud simple commands (example, "Come, D")
- Sharp clapping sounds
- Noises have to be close
- Tends to favor right ear

Tactile/Kinesthetic

- Uses hands to explore moving objects
- Beginning to use hands to explore environment

Intellectual Development

Self Concept

- Responds to first name
- Shows affection to adults through hugs

CASE OF D

Communication

Makes noises using hand and tongue
Makes grunting sounds when frustrated
Makes sounds like gurgle or turkey sound

Conceptual

No response

Social Development

Self Care

Sits on toilet when placed there
Usually wet when taken to toilet

Feeding

Feeds self in haphazard way
Bangs spoon on head
Refuses solid foods
Drinks from suction cup

Grooming

Holds hands under water

Self Help

Removes own pants and shirt with verbal encouragement

Social Interaction

Sits alone in presence of others

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1. STUDENT CODE D

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Gross Motor (Compet 14.0) 2. Ability to Walk Independently (Compet 14.6) a. Walk with limited amount of aid in unfamiliar places b. Walk unaided from playroom to diningroom c. Walk unaided from playroom to toilet d. Walk more during play time 3. Walking in defined limits (Campbell) 4. Movement of legs in more coordinated manner. a. Flex ankle b. Bend knees 5. Walking maintaining balance (Compet 14.7) a. Maintains balance on a variety of surfaces 1. Grass 2. Blacktop 3. Cement 4. Rug 5. Hard smooth flooring 6. Walking where child must elevate leg (step-up) (Campbell)	Able to see student moving more and sitting less Walk along wall for designated distance gradually increasing distance Flex ankle Bend knee Kick ball randomly Ride bicycle (aided) Ability to take 3 steps from smooth hard surface to grass (or soft surfaces without falling then gradually taking steps on soft surfaces	(Compet) Listed under materials Child walks from walk-strip linoleum to carpet, and then stands. Games, musical rhythms- walk to these Walk along corridors demanding child stay to one side so that he can develop sense of space and better defing surroundings	Gros b Reco Cage Bicy type Lino carpe Flex 2x4 r Thing ment outs

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aineeship Program

3. PRESCRIPTION WRITER Phyllis Campbell CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
see student more and sitting	(Compet) Listed under materials	Gross Motor Activities by Dr. Auxter	Aide Teacher	School Halls Playroom Diningroom
ong wall for ted distance ly increasing e	Child walks from walk-strip linoleum to carpet, and then stands.	Records -(Kimbo) Cage ball (Preston Co.)	Physical Therapist	Home
kle ee ll randomly cycle (aided)	Games, musical rhythms- walk to these	Bicycle (3-wheel small type)	Gymn Teacher	Gym Physical Therapy Room
	Walk along corridors demanding child stay to one side so that he can develop sense of space and better defing surroundings	Linoleum with piece of carpeting attched (Campbell)	Teacher	School Outdoors
to take 3 steps oth hard sur- grass or soft without falling dually taking soft surfaces		Flex Board in board with 2x4 nailed under Things found in environment either indoors or outside.	Aide	Curb Between doors Stool Outdoors

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
7. Walks up and down stairs with aid until self-supported (3-step maximum) (6.6) 8. Demonstrates ability to attend to loud noises (Compet 20.1) a. Loud noises that will cause startle reflex (done near right ear) b. Movement toward sound 8. Tactile (Compet 22.0) 9. Explore objects using hands (Compet 22.1) a. Playroom environment b. Playground environment c. Small objects introduced into the above environments 10. Use hands to explore places in safe manner 11. Demonstrates ability to respond to own name when spoken. (Compet 24.1) 12. Communication Compet 26.1) a. To develop receptive language b. Relate to environment needs of blind child c. Encourage babbling (Speech Therapist) 13. Self-Help (Compet 46.) a. Child assists in removing clothing during undressing time (Compet 46.2)	Walks up steps using rails and doing on his own. Have child walk on various combinations of environments Child's ability to respond to methods used either by making verbal responds or physically moving either to or away from sound See child feeling and being aware of more objects. Name object and have child touch it for you Observed ability to do this	Walk between two boards Walk between two dividers (screens) Exercises designed to move these parts of body (ankle,legs knees) (Frostig-Auxter) Animal walks (Campbell) Jumping, moving, bending to music (Campbell) Cage ball - lie on stomach and move t squatting position on ball, etc. (Holiday)

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
lks up steps using ils and doing on his n.	Walk between two boards	Things from enviornment Musical instruments Media Self	Aide Teacher Mother Volunteer	Indoors Outdoors
ve child walk on rious combinations of vironments	Walk between two dividers (screens)		Teacher Aide - has been instructed and guided so as not to scare child	School
ild's ability to spond to methods used ther by making verbal sponds or physically ving either to or ay from sound	Exercises designed to move these parts of body (ankle, legs knees) (Frostig-Auxter)	Small toys and objects generally found in classroom and possibly some types of food.		School Home Playground Playroom
e child feeling and ing aware of more jects.	Animal walks (Campbell) Jumping, moving, bending to music (Campbell)		Teacher Aide Music Teacher	School Home
me object and have ild touch it for you	Cage ball - lie on stomach and move to squatting position on ball, etc. (Holiday)	Step Wall Fence Elevator Chair Door Toy	Aide	School Home
served ability to do is				

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
14. Socialization a. Keep child busy through tactile stimulate awareness (already in detail under tactile. 15. Feeding self in more controlled manner a. Does not bang head with spoon b. Begin drinking from regular cup c. Eating solid foofs	When child responds	Use bicycle to develop bending knees Walk from crass to cement. Walk from blacktop to curb Walk from rug to hard floor. Walking up & down curbs - steps, either made or present in bldg. Use record, radio, piano, musical - Clap instrument, etc. and make loud noises to try to get child to respond. Use first name with clap while doing walking exercises Assist child while exploring environment by naming	

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ESTS/TASKS EVALUATE JCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
hild responds	Use bicycle to develop bending knees Walk from crass to cement. Walk from blacktop to curb Walk from rug to hard floor. Walking up & down curbs - steps, either made or present in bldg. Use record, radio, piano, musical - Clap instrument, etc. and make loud noises to try to get child to respond. Use first name with clap while doing walking exercises Assist child while exploring environment by naming			

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
Socialization (continued)		things he touches (ball, hall, door, (etc.) Use toys and objects with a variety of textures (soft, smooth, sticky). 1. Will walk to person speaking name within close range (not a lot of outside interruption 2. Use name in walking exercises. 3. Relate name to praise he is given Excellent, good, good boy 4. Games using name 5. Songs with name used.

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r Traineeship Program 3. PRESCRIPTION WRITER Phyllis Campbell CODE ____

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	things he touches (ball, hall, door, (etc.) Use toys and objects with a variety of textures (soft, smooth, sticky). 1. Will walk to person speaking name within close range (not a lot of outside interruption) 2. Use name in walking exercises. 3. Relate name to praise he is given Excellent, good, good boy 4. Games using name 5. Songs with name used.			

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
Socialization (continued)		While walking have child touch parts of room and aide repeats what it is each time child touches it or uses it Step up Elevator Wall Chair Fence Door Toy (Campbell) Imitate what child does reverse process (Therapist)	S W T
Self-Help (continued)		Insist child help Help move arms etc. through shirt etc. Have child do as much as possible	Ch

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	While walking have child touch parts of room and aide repeats what it is each time child touches it or uses it Step up Elevator Wall Chair Fence Door Toy (Campbell)	Sink Water Toys	Teacher Aide	Home School
	Imitate what child does reverse process (Therapist)			
	Insist child help Help move arms etc. through shirt etc. Have child do as much as possible	Child's Clothes	Aide Teacher Mother	School Home

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
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Self-Help (continued)		Play dressing games Take arm part way out and see if child will either take rest of way or put back on Water Play - games, toys
Feeding self (continued)		Eat smaller amounts Aide assists child Use waxed paper cup with section cut so doesn't touch child' nose. Allows use of jaw control. Can keep lip of cup in contact and still see (1or 2 sips) more as progresses

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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	Play dressing games Take arm part way out and see if child will either take rest of way or put back on Water Play - games, toys Eat smaller amounts Aide assists child Use waxed paper cup with section cut so doesn't touch child's nose. Allows use of jaw control. Can keep lip of cup in contact and still see (1or 2 sips) more as progresses	Daily food Spoon Paper cups (Training Workshop for) (Physically & Mentally) (Handicapped July 1973)	Aide Teacher	School Home

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CASE OF N

I. IDENTIFICATION

C.A. 8-10

Sex: Male

II. REPORTS OF PREVIOUS EVALUATIONS

Evaluation by staff of private residential agency prior to enrollment in Intermediate Unit's formal educational program. Staff included:

Educator
Psychologist
Nurse
Aide

Physical Development

Cerebral palsy

Motor Development

Gross Motor
- Raises head
- Moves hands
- Sits

Fine Motor
- Extends fingers
- Grasps objects

Visual Motor
- Attends to visual stimuli
- Eyes follow moving object
- Circularly tracks using both eyes

Auditory Motor
- Responds to loud noise

Tactile/Kinesthetic
- Touches, picks up, and holds objects

Intellectual Development

Self Concept
- Eye contact
- Smiles in response to smile

Communication
- Uses movements and gestures to denote needs
- Makes sounds to get attention

Social Development

No skills mentioned

III. OTHER CONTACTS

A Large City Hospital

Evaluation by staff of private residential agency prior to enrollment in Intermediate Unit's formal educational program. Staff included:

- Educator
- Psychologist
- Nurse
- Aide

Physical Development

Cerebral palsy

Motor Development

Gross Motor
- Raises head
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- Touches, picks up, and holds objects

Intellectual Development

Self Concept
- Eye contact
- Smiles in response to smile

Communication
- Uses movements and gestures to denote needs
- Makes sounds to get attention

Social Development

No skills mentioned

III. OTHER CONTACTS

A Large City Hospital

At birth - diagnosis
- Triangularly shaped forehead
- Evidence of possible brain defects
- Severe urinary defects, but surgery considered hazardous
- Prognosis poor "in terms of surviving childhood"

III. OTHER CONTACTS (CONTINUED)

A Large City Hospital (Continued)

At age 1 month - umbilical hernia repaired
At age 2 months - bladder infection

A Children's Hospital

At age 4 months - psychological evaluation - diagnosed milely retarded
At age 5 months - treated for kidney infection and dehydration
At age 7 months - diagnosis
- Dislocated hips
- Bladder obstruction
- Club feet
- Anemia
- Bacterial menigitis
- Cerebral palsy
- Chromosonal abnormalities

A Family and Children's Service Agency

At age 7 months - foster home placement considered because mother did not want to care for N at home. Idea rejected because of multiple medical problems
At age 8 months - state school and hospital placement considered. Cattell Infant Intelligence Scale administered. Test results - severely retarded in all areas of development

A Private Residential Agency for Young Mentally Retarded Children

At age 1 year - admitted as a patient
At age 3 years - required constant medical attention and nursing care because of frequent respiratory and urinary infections.
- Motor Development - roll from side to side--sit in chair with support
- Intellectual Development - little or no progress since admission date
- At age 4 years - evaluation
  - Motor development - throws toys out of crib--sits in walker and pushes self in reverse--plays with squeeze toys

An Intermediate Unit

At age 8 years - enrolled in formal education program at the private residential agency
At age 8 years 4 months - teachers report
- Stands for a few minutes holding balance bar
- Sits unaided
- Picked up objects from floor with feet and transferred them to his hands

At 8 years 8 months - teacher's report
- Stands with support
- Takes steps for short periods of time with support
- Transfers objects from one container to another

IV. ASSESSMENT OF CURRENT FUNCTIONING LEVELS

At age 2 months - bladder infection

A Children's Hospital

- At age 4 months - psychological evaluation - diagnosed milely retarded
- At age 5 months - treated for kidney infection and dehydration
- At age 7 months - diagnosis
  - Dislocated hips
  - Bladder obstruction
  - Club feet
  - Anemia
  - Bacterial menigitis
  - Cerebral palsy
  - Chromosonal abnormalities

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  - Picked up objects from floor with feet and transferred them to his hands
- At 8 years 8 months - teacher's report
  - Stands with support
  - Takes steps for short periods of time with support
  - Transfers objects from one container to another

IV. ASSESSMENT OF CURRENT FUNCTIONING LEVELS

Motor Development

Gross Motor

- When placed in sitting position, lets head drop forward. When visual stimuli presented above eye level, lifts head and maintains position up to 10 minutes
- When placed in prone position on flat surface, rolls to supine position

Motor Development(Continued)

Gross Motor (Continued)

When placed in prone position on incline mat, rolls over completely with aid

When placed in sitting position on flat surface, maintains position without support up to 35 minutes

When sitting on flat surface, reaches for toys placed near him

When placed in chair at table, maintains sitting position without support up to 30 minutes

When lying in supine position, moves self to a distance of 10 feet to reach an object he wants

When placed in crawling position on cylinder-shaped bolster, maintains that position up to 3 minutes. When reaching for toy placed in front of him, balances on other 3 limbs

When positioned on stomach over ball with 18 inch diameter, pushes self forward with feet and legs. Extends arms and touches floor with hands

When placed in standing position with hands on stationary rail, stands erect up to 3 minutes

When standing in walker, moves either forward or backward. When moving forward and walker touches obstacle, turns walker 180° and moves in opposite direction

When supported under upper arms, walks up to 75 steps

When placed in sitting position on flat surface, catches ball rolled to him with both hands. Returns ball to other person by pushing with back or palm of one or both hands

When standing in walker, sometimes lifts heels and bends knees in unison using a jumping motion

When placed in prone position, occasionally raises to kneeling position and finally to sitting position without aid

Fine Motor Development

Picks up object and transfers it from one hand to other

Moves either hand past midline to grasp object offered to him

Uses palmar grasp to pick up 3 inch block

Uses thumb and two fingers to pick up 1 inch block

Uses pincer grasp to transfer navy beans or dime sized plastic disks and places in container

Slides plastic disk on flat surface using index finger

When rubber peg board is secured to table, removes pegs with either hand

Removes rings from stacking toy and gives rings to adult one at a time

Removes large plastic ring from neck, arm or leg without aid

Visual Motor

Follows moving soap bubbles with eyes

Sometimes horizontally tracks within 180° arc using eyes and head

Placed hand or finger over beam of light shining on a flat surface

Auditory Motor

Sometimes turns head toward source of unusual sound such as paper crackling or cymbals clanging

Laughs out loud in response to triangle he is holding being struck with metal bar

Makes humming sound in response to piano music and singing

Tactile/Kinesthetic

Smiles, bends knees and stomps feet on floor when bottom of foot

When sitting on flat surface, reaches for toys placed near him
When placed in chair at table, maintains sitting position without support up to 30 minutes
When lying in supine position, moves self to a distance of 10 feet to reach an object he wants
When placed in crawling position on cylinder-shaped bolster, maintains that position up to 3 minutes. When reaching for toy placed in front of him, balances on other 3 limbs
When positioned on stomach over ball with 18 inch diameter, pushes self forward with feet and legs. Extends arms and touches floor with hands
When placed in standing position with hands on stationary rail, stands erect up to 3 minutes
When standing in walker, moves either forward or backward. When moving forward and walker touches obstacle, turns walker 180° and moves in opposite direction
When supported under upper arms, walks up to 75 steps
When placed in sitting position on flat surface, catches ball rolled to him with both hands. Returns ball to other person by pushing with back or palm of one or both hands
When standing in walker, sometimes lifts heels and bends knees in unison using a jumping motion
When placed in prone position, occasionally raises to kneeling position and finally to sitting position without aid

Fine Motor Development

Picks up object and transfers it from one hand to other
Moves either hand past midline to grasp object offered to him
Uses palmar grasp to pick up 3 inch block
Uses thumb and two fingers to pick up 1 inch block
Uses pincer grasp to transfer navy beans or dime sized plastic disks and places in container
Slides plastic disk on flat surface using index finger
When rubber peg board is secured to table, removes pegs with either hand
Removes rings from stacking toy and gives rings to adult one at a time
Removes large plastic ring from neck, arm or leg without aid

Visual Motor

Follows moving soap bubbles with eyes
Sometimes horizontally tracks within 180° arc using eyes and head
Placed hand or finger over beam of light shining on a flat surface

Auditory Motor

Sometimes turns head toward source of unusual sound such as paper crackling or cymbals clanging
Laughs out loud in response to triangle he is holding being struck with metal bar
Makes humming sound in response to piano music and singing

Tactile/Kinesthetic

Smiles, bends knees and stomps feet on floor when bottom of foot is stroked
Moves hands about in pan of cornmeal. Raises hand and watches meal slide through fingers
When hands placed in damp sand and moved about, makes no response except looking at hands
When positioned on knees at outside edge of wading pool, immerses tips of fingers in water and moves hands slowly

CASE OF N

Intellectual Development

Self Concept

Makes eye contact with adult

Looks at image in mirror. Reaches out and touches image of hand

Communication

When his babbling sounds imitated, continues babbling. When adult changes babbling to, "ba-ba-ba," sometimes imitates "ba" sound

Social Development

Feeding/Eating/Drinking

When offered suction cup, reaches for and holds with two hands. Places spout in mouth, tilts head backward and drinks juice

Feeds self with spoon when eating ice cream from bowl. Sometimes touches other part of face before inserting spoon in mouth. Grasps spoon and allows adult to guide hand to mouth when eating fruit but refuses to feed self except when served ice cream

Self Help and Independence

When shoes removed, removes socks one at a time by pulling toe of each sock

Social Interaction

When lying in supine position, laughs out loud when adult smiles, puts head on N's chest and says, "Boo!"

Moves walker next to other child and touches other child's chair or walker with foot, but doesn't look at other child

Emotional Development

Seems to stimulate self when alone by staring at one hand. When hands not busy, sucks fingers of one hand and drools.

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR (Compet 14.) 2. Strengthen Arms 3. When placed on a cage ball in a prone position, child will push with hands and arms and move body backward, with support.	Teacher observations of behavior recorded in daily log	Handling the young cerebral palsied (N. Finnie) Place child on cage ball in prone position. Support legs by holding thighs, keeping hips straight. Slowly move ball forward toward mirror to which "play foam" has been applied. Keep ball moving slowly back and forth.	C J M P V

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3. PRESCRIPTION WRITER Julia A. Graham CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE.	INDICATE POSITION	INDICATE LOCATION
observations of r recorded in og	Handling the young cerebral palsied (N. Finnie) Place child on cage ball in prone position. Support legs by holding thighs, keeping hips straight. Slowly move ball forward toward mirror to which "play foam" has been applied. Keep ball moving slowly back and forth.	Cage ball J.A. Preston Corp. Mirror on wall Play Foam (Toy or Variety Store)	Teacher	P.T. Room

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. GROSS MOTOR (Compet 14) 2. Child demonstrates ability to stand erect (Compet 14.5.0) 3. Child pulls self to standing position when placed in keneeling position in front of chinning bar equal to height and told "Stand N".	Teacher observes behavior and describes behavior in daily log	Place child in knee ing position in doo way with chinning bar equal to height. Place child's hands on chinning bar. Sa "stand N" as you guide child to stan ing position. (Graham)
1. GROSS MOTOR (Compet 14) 2. Child demonstrates ability to stand erect (Compet 14.5.0) 3. Strengthen muscles necessary for standing and stand with support up to ten minutes	Teacher judgment. Record length of time in daily log	1. Right to Educatio Child: A Curriculum for the Severely an Profoundly Retarded 2. Myers, Sinco, Stalma 3. I.U. #19 4. Place child on prone board. Increase time daily

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher observes be- vior and describes havior in daily log	Place child in kneeling position in doorway with chinning bar equal to height. Place child's hands on chinning bar. Say, "stand N" as you guide child to standing position. (Graham)	Doorway Chinning Bar J.A. Preston Corp.	Teacher	In room with doorway where child and teach will not be disturbed.
acher judgment. cord length of time daily log	1.Right to Education Child: A Curriculum for the Severely and Profoundly Retarded 2. Myers, Sinco, Stalma 3. I.U. #19 4. Place child on prone board. Increase time daily	1. Prone Board Described in the Right to Education Child: A Curriculum for the Severely and Profoundly Retarded 2. Myers, Sinco, Stalma 3. I.U. #19	Teacher	In room where t are few childre so board will n be bumped.

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1. STUDENT CODE N 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. FINE MOTOR DEVELOPMENT (Compet 16) 2. Demonstrates eye/hand coordination while using grasp movements. 3. Child will first remove pegs from pegboard and then insert pegs in pegboard. (Compet 16.6.0)	Teacher will record child's behavior in daily log	Place pegboard with pegs inserted in holes in front of child. Say, "Please give me a peg, N". If necessary, guide his hand to remove peg. Verbally praise success. When task becomes easy, gradually guide his hand to insert pegs. (Graham)	Te bo Use l long Drill large deep 2"x4" preve
1. VISUAL MOTOR TRAINING (Compet 18) 2. Performs tasks using gross eye/hand coordination movements. 3. Child will throw bean bag into a container placed 1 foot from walker while child is standing in walker.	Teacher will record number of successes and distance thrown in daily log	Place child in walke Place round container directly in front of walker on floor. Drop a bean bag into container. Give bean bag to child & say, "Throw the bag into the can, N". Help him release bag if he makes no response.	Bean Learn Teach fille Ice c gallo Robbi felt.

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aineeship Program 3. PRESCRIPTION WRITER Julia A. Graham CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
r will record s behavior in log	Place pegboard with pegs inserted in holes in front of child. Say,"Please give me a peg, N". If necessary, guide his hand to remove peg. Verbally praise success. When task becomes easy, gradually guide his hand to insert pegs. (Graham)	Teacher-made pegboard. Use 1" dowel, sticks 6" long as pegs. Drill 4 holes a fraction larger than 1" and 1" deep in a block of wood 2"x4"x12". Deeper holes prevent tipping easily.	Teacher	Classroom or Diningroom
r will record of successes and e thrown in log	Place child in walker. Place round container directly in front of walker on floor. Drop a bean bag into container. Give bean bag to child & say, "Throw the bag into the can,N".Help him release bag if he makes no response.	Bean bags - Developmental Learning Materials - or Teacher-made muslin bags filled with dried beans. Ice cream container (5-gallon) from Baskin and Robbins, covered with felt.	Teacher	Outdoors or Playroom

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. TACTILE - KINESTHETIC (Compet 22) 2. Demonstrates interest in exploring objects tactually (Compet 22.1.0) 3. When given a pan filled with rice, child will explore tactually and find hidden objects.	Teacher judgment	Praise him if he succeeds. Gradually move can farther from walker. (Graham) Fill cake pan, dish-pan or other container with rice. Place own hands in container to encourage child to explore. Hide small, brightly colored objects in rice. If child picks up object, share surprise and show others what he has found. Let him wear objects. (Graham)

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r Traineeship Program 3. PRESCRIPTION WRITER Julia A. Graham CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Praise him if he succeeds. Gradually move can farther from walker. (Graham)			
cher judgment	Fill cake pan, dishpan or other container with rice. Place own hands in container to encourage child to explore. Hide small, brightly colored objects in rice. If child picks up object, share surprise and show others what he has found. Let him wear objects. (Graham)	Container such as cake pan or dishpan. Package of uncooked rice. Small, brightly colored objects such as plastic animals, rings, necklaces and plastic flowers.	Teacher	Dining room or Classroom

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. TACTILE - KINESTHETIC (Compet 22) 2. Explores texture of objects (Compet 22.1.2) 3. Child will manipulate dough with his hands	Teacher judgment	Place child in chair at table. Put dough on table in front of him. If he doesn't touch dough, manipulate it with hands. Guide his hand to press dough. With his palm up, place dough in hand. Squeeze hand over child's hand. Flatten dough. Press objects in dough and talk about depressions they make. Feel depressions.	Dou Tea the Ran Rec 3 1 1 1 Mix oil Kee whe Sma woo blo

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E UNIVERSITY
ineeship Program 3. PRESCRIPTION WRITER Julia A. Graham CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	Place child in chair at table. Put dough on table in front of him. If he doesn't touch dough, manipulate it with hands. Guide his hand to press dough. With his palm up, place dough in hand. Squeeze hand over child's hand. Flatten dough. Press objects in dough and talk about depressions they make. Feel depressions.	Dough Teaching Montessori in the Home, E. Hainstock, Random House Recipe: 3 cups flour 1 cup salt 1 cup water/with food coloring 1 Tbsp. oil Mix flour and salt. Add oil and water gradually. Keep in refrigerator when not in use. And Small objects such as wooden beads and small blocks.	Teacher	Dining room

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. SELF-CONCEPT (Compet 24) 2. Child perceives own identity. 3. Child will indicate he knows name of gross body parts by pointing to correct part when it is named.	Teacher records observations of behavior in daily log.	Colonial Northamptin I.W.#20 Darken room. Flash light on parts of child's body and say, "Touch your arm" or "Touch your leg" or "Touch your tummy". Since this child places his hand over beam of light, he will usually touch correct part when named.
1. SELF-CONCEPT (Compet 24) 2. To enable student to perceive his own identity (Compet) 3. While lying on supine position, child will lift body part when teacher instructs him to lift body part that is touched (St. Peter's Child Development Center)	Teacher records description of child's response in daily log	1.Body lifts 2.St.Peter's Child Development Center 3.Place child in supine position. Instruct him to lift body part that is touched. If no response, say "Lift your arm" as it is lifted.

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r Traineeship Program

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
cher records servations of behavior daily log.	Colonial Northamptin I.W.#20 Darken room. Flash light on parts of child's body and say, "Touch your arm" or "Touch your leg" or "Touch your tummy". Since this child places his hand over beam of light, he will usually touch correct part when named.	Flashlight	Teacher	Room that can be darkened a little
cher records des- ption of child's ponse in daily log	1.Body lifts 2.St.Peter's Child Development Center 3.Place child in supine position. Instruct him to lift body part that is touched. If no response, say "Lift your arm" as it is lifted.	None	Teacher	Playroom or Carpeted Area

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SELF-CONCEPT (Compet 24) 2. Demonstrates ability to respond to own name when spoken (Compet 24.1.0) 3. After teacher sings "Where is N?" child will point to himself with his finger.	Teacher judgment	Teacher sits next to child while music teacher plays "Greeting Song". Teacher sings "Where is N?" Teacher guides child's hand to point to his chest as she answers "Here I am". Repeat daily.	"G Mu Re Gi Ab Pi
1. FEEDING/EATING/DRINKING (Compet 34) 2. Demonstrates ability to use straw when drinking juice	Teacher judgment	Sr. Leonard McGuire Memorial Home. Place child in sitting position. Place straw in juice with finger over one end. Insert straw in child's mouth and make sucking noise, as finger is released and juice goes into mouth. Repeat until child sucks through straw.	Cu La

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VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS O EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
r judgment	Teacher sits next to child while music teacher plays "Greeting Song". Teacher sings "Where is N?" Teacher guides child's hand to point to his chest as she answers "Here I am". Repeat daily.	"Greeting Song" Music Activities for Retarded Children Ginglend and Stiles Abington Press, New York Piano or Xylophone	Teacher plus Music Teacher	Music Room
r judgment	Sr. Leonard McGuire Memorial Home. Place child in sitting position. Place straw in juice with finger over one end. Insert straw in child's mouth and make sucking noise, as finger is released and juice goes into mouth. Repeat until child sucks through straw.	Cup of juice Large plastic straw	Teacher or Aide	Outdoors or Dining room

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. SPEECH AND LANGUAGE DEVELOPMENT 2. Develop pre-speech skills necessary for real speech production. (Colonial Northampton I.U.#2) 3. When told to blow, child will blow hard enough to move strips of paper held in front of his mouth.	Teacher judgment	Sit facing child. Hold child's hand in front of teacher's mouth and say, "Blow, N". Blow on child's hand. Tell child to look at teacher's mouth while she blows. Gently touch child' lips and say, "Blow". Blow a feather and tell him to blow feather Hold "blowing device" between teacher and child. Blow paper strips and ask him to blow. (Graham)

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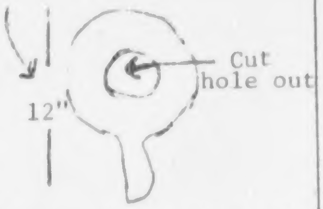
. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment	Sit facing child. Hold child's hand in front of teacher's mouth and say, "Blow, N". Blow on child's hand. Tell child to look at teacher's mouth while she blows. Gently touch child's lips and say, "Blow". Blow a feather and tell him to blow feather Hold "blowing device" between teacher and child. Blow paper strips and ask him to blow. (Graham)	H. McIntyre Infant-Toddler Program Western State School and Hospital Teacher-made "blowing device" cut from cardboard  Staple 1/2 " strips of crepe paper across upper edge of hole. They move easily when blown	Teacher	Quiet Room

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SELF-HELP AND INDEPENDENCE (Compet 46.0) 2. Learn skills necessary for dressing self, especially putting on and removing a T-shirt. 3. Child puts rectangular piece of material with hole cut in center, over his head.	Teacher records observations of behavior in daily log	Handling the Young Cerebral Palsied Child at Home by N. Finnie Demonstrate putting piece of cloth on head and pulling hole over head. Place it over child's head & guide him to pull it over his head. Next teach him to put it on head.	Tea pie eno fit eno bod chi hea rei tap
1. SELF-HELP AND INDEPENDENCE (Compet 46) 2. Demonstrates ability to put on T-Shirt (Compet 46.7.0) 3. Puts on T-Shirt when both arms are through sleeves, by pulling bottom of shirt down to waist with hands when teacher says, "Put on your shirt, N".	Teacher keeps accurate progress records after each lesson.	Teacher puts T-shirt over child's head and arms through sleeves, leaving shirt rolled under arms. She places child's hands on shirt and pulls shirt down to waist saying "Put on your shirt, N" Gradually reduce help & praise any self-help verbally.	T-S chi

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STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
records observa- f behavior in og	Handling the Young Cerebral Palsied Child at Home by N. Finnie Demonstrate putting piece of cloth on head and pulling hole over head. Place it over child's head & guide him to pull it over his head. Next teach him to put it on head.	Teacher-made rectangular piece of material wide enough to cut hole to fit over head and long enough to cover upper body and back when child pulls it over head. Hole may be reinforced with bias tape.	Teacher	Bedroom or Classroom
keeps accurate s records after sson.	Teacher puts T-shirt over child's head and arms through sleeves, leaving shirt rolled under arms. She places child's hands on shirt and pulls shirt down to waist saying "Put on your shirt,N" Gradually reduce help & praise any self-help verbally.	T-Shirt that fits child	Aide or Teacher	Child's Bedroom

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. FEEDING/EATING/DRINKING (Compet 34) 2. Demonstrates ability to use a spoon (Compet 34.7.0) 3. When a bowl of food, other than ice cream, and a spoon are placed on table in front of child, he will feed himself with the spoon.	Teacher will record observations in daily log	Teaching the Mentally Retarded, Bensberg. Sit behind child slightly to one side. Tell child to pick up spoon. Assist in putting spoon into food. Move food-filled spoon to about one inch from child's mouth. Wait for child to open mouth. Require child to make last movement of inserting spoon into mouth. Gradually reduce assistance.

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher will record servations in daily g	Teaching the Mentally Retarded, Bensberg. Sit behind child slightly to one side. Tell child to pick up spoon. Assist in putting spoon into food. Move food-filled spoon to about one inch from child's mouth. Wait for child to open mouth. Require child to make last movement of inserting spoon into mouth. Gradually reduce assistance.	Bowl with semi-solid food. Spoon Child-sized chair and table	Aide	Children's Dining room

CASE OF JK

I. IDENTIFICATION

C.A. 8-0

Sex: Female

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development (1971)

General health - good
Medication - phenobarbital at bedtime for infrequent seizures
Other physical problems:
  Microcephaly
  Mild, spastic paraplegia
    Full function of upper extremities
    No fixed deformities of lower extremities
  Hearing - adequate for gross sounds and conversation
  Vision - impaired
  Epilepsy - very infrequent seizures
    Report of EEG September 25, 1971 - abnormal sedated record compatible with convulsive disorder
  Some functional abnormality with child's tear ducts
Emotional stability or disturbance - no evidence

Motor Development

Gross Motor
  Non-ambulatory
  Crawls and scoots on buttocks and hands
  Sits erect on floor without support and with legs in flexed position
  Cannot stand with or without support

Fine Motor
  Manually performs at early infantile level
  A gross grasp and reach

Visual Motor
  Visually follows a little
  Makes eye contact for very brief periods
  Responded slowly to eye threat

Auditory Motor
  Responded to stimuli in immediate environment at very early infantile level
  Afraid of loud noises
  No reaction to sound

Tactile/Kinesthetic
  Likes small toys and wheel chair wheels
  Push and pull toys
  Pushes table and chairs in unit

Intellectual Development

Self Concept
  Appeared passively alert but very little aware
  Responded to stimuli in immediate environment at very early

Physical Development (1971)

- General health - good
- Medication - phenobarbital at bedtime for infrequent seizures
- Other physical problems:
  - Microcephaly
  - Mild, spastic paraplegia
    - Full function of upper extremities
    - No fixed deformities of lower extremities
  - Hearing - adequate for gross sounds and conversation
  - Vision - impaired
  - Epilepsy - very infrequent seizures
    - Report of EEG September 25, 1971 - abnormal sedated record compatible with convulsive disorder
  - Some functional abnormality with child's tear ducts
- Emotional stability or disturbance - no evidence

Motor Development

Gross Motor

- Non-ambulatory
- Crawls and scoots on buttocks and hands
- Sits erect on floor without support and with legs in flexed position
- Cannot stand with or without support

Fine Motor

- Manually performs at early infantile level
- A gross grasp and reach

Visual Motor

- Visually follows a little
- Makes eye contact for very brief periods
- Responded slowly to eye threat

Auditory Motor

- Responded to stimuli in immediate environment at very early infantile level
- Afraid of loud noises
- No reaction to sound

Tactile/Kinesthetic

- Likes small toys and wheel chair wheels
- Push and pull toys
- Pushes table and chairs in unit

Intellectual Development

Self Concept

- Appeared passively alert but very little aware
- Responded to stimuli in immediate environment at very early infantile level

Communication

- Non-verbal and no expressions gesturally
- Overall expressive speech inadequate for communication
- Entire repertoire of vocal behavior consists of random like vocalizations
- Crying behavior - not discriminating
- Laughing - when tickled or cooed to

CASE OF JK

Conceptual Development
No tests applicable

Social Development

Self Care
Needs total care

Self Help and Independence
Not applicable

Social Interaction
Did not seek companionship nor was child sought for it
No visible response to attention of adults
Relates well with staff
Functions A-B level in Social Interaction Scale

III. OTHER CONTACTS

Family obstetrician
Physician
Catholic Charities

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

Gross Motor
Crawls independently
Seeks objects to use as support to stand
Pulls oneself to kneeling position
Kneels without support
Pulls oneself erect
Stands erect while holding onto an object for support
Pushes oneself off ground on see-saw while being supported by teacher
Stands with hands held on balance board which gives in middle while teacher bounces board
Holds head erect while on cage ball
Extends arms to stop herself from falling off cage ball
Pulls herself up to sitting position on cage ball
Extends legs and puts feet on ground to stop herself when cage ball rotates forward

Fine Motor
Holds or grasps spoon
Picks up spoon
Grasps toys
Reaches for toys, keys and other objects held before her
Holds onto teacher's fingers tightly and firmly
Holds onto see-saw handle
Pushes see-saw up and down with her hand
Holds string and pulls toy which makes noise as one pulls it

Visual Motor
Attends to stimuli put in front of her -- food, cup of juice, spoon

Needs total care

Self Help and Independence

Not applicable

Social Interaction

Did not seek companionship nor was child sought for it
No visible response to attention of adults
Relates well with staff
Functions A-B level in Social Interaction Scale

III. OTHER CONTACTS

Family obstetrician
Physician
Catholic Charities

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

Gross Motor

Crawls independently
Seeks objects to use as support to stand
Pulls oneself to kneeling position
Kneels without support
Pulls oneself erect
Stands erect while holding onto an object for support
Pushes oneself off ground on see-saw while being supported by teacher
Stands with hands held on balance board which gives in middle while teacher bounces board
Holds head erect while on cage ball
Extends arms to stop herself from falling off cage ball
Pulls herself up to sitting position on cage ball
Extends legs and puts feet on ground to stop herself when cage ball rotates forward

Fine Motor

Holds or grasps spoon
Picks up spoon
Grasps toys
Reaches for toys, keys and other objects held before her
Holds onto teacher's fingers tightly and firmly
Holds onto see-saw handle
Pushes see-saw up and down with her hand
Holds string and pulls toy which makes noise as one pulls it

Visual Motor

Attends to stimuli put in front of her -- food, cup of juice, spoon and toys
Follows teacher with eyes when teacher is getting her breakfast
Attends to television, moving cars, school bus

Auditory Motor

Responds to sounds - television, adults talking in high, changing voices; musical toys, passing cars and buses; laughter (she laughs too) -- turns head, eyes, even body
Changes activity to sound of television, that is, she crawls over and watches it

CASE OF JK

Tactile/Kinesthetic

Touched and played with shopping bag, pen, pad, drum

Took interest in band-aid box half filled with pennies--even shook it after picking it up

Crawled over to musical ferris wheel placed at other end of mat with music playing - tried to push wheel around

Enjoyed putting fingers in baby food tray

Intellectual Development

Self Concept

Responds or turns toward caller of her name 25 per cent of time and to nickname "Brown Eyes"

Communication

Responds with repetitive vowel sound "ay" when excited and happy as in the following instances:

- Going outside for walk in chair
- When car or bus passes
- Right before feeding
- When television is turned on in unit
- When swinging on swing
- When being swung in blanket
- When she is on the see-saw
- When adult talks to her in different tones of voice

Gestures her hands and arms when excited - moves her whole body

Conceptual

Rejects foods and liquids she does not like when put near her mouth

Social Maturity

Self Care

Can hold spoon

Can pick up spoon

Can finger feed (toast), but she is on baby food

Can hold cup

Self Help and Independence

Not applicable

Social Interaction

Plays by herself with toys such as musical toys, paper bags, paper wrappers

Likes to pull and push chairs in unit

Likes to be held and cuddled

Enjoys sitting in group of children or adults and watching activity and laughing when others laugh

Self Concept

Responds or turns toward caller of her name 25 per cent of time and to nickname "Brown Eyes"

Communication

Responds with repetitive vowel sound "ay" when excited and happy as in the following instances:

- Going outside for walk in chair
- When car or bus passes
- Right before feeding
- When television is turned on in unit
- When swinging on swing
- When being swung in blanket
- When she is on the see-saw
- When adult talks to her in different tones of voice

Gestures her hands and arms when excited - moves her whole body

Conceptual

Rejects foods and liquids she does not like when put near her mouth

Social Maturity

Self Care

Can hold spoon
Can pick up spoon
Can finger feed (toast), but she is on baby food
Can hold cup

Self Help and Independence

Not applicable

Social Interaction

Plays by herself with toys such as musical toys, paper bags, paper wrappers
Likes to pull and push chairs in unit
Likes to be held and cuddled
Enjoys sitting in group of children or adults and watching activity and laughing when others laugh

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE JK   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCRIPTIO

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. GROSS MOTOR (Compet) 2. To Walk With Braces 3. a. Put child in braces b. Pulls oneself erect in playpen, by chair, with help of a person c. Strengthen leg muscles by using cage ball, balance board, see-saw and tricycle	JK can walk without support in braces for two steps unaided	After JK is in braces, provide supervised opportunities for child to pull herself erect by using sturdy objects such as playpen, chairs, teacher, parallel bars. Work with JK on cage ball holding her by arms on stomach and roll ball back and forth - turn her over on back and repeat. Using a balance board which gives in the middle, hold JK in erect position with arms extended in front of her and	E F C F C E S T

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3. PRESCRIPTION WRITER Kathleen MacLeod

CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS) EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
walk without t in braces for eps unaided	After JK is in braces, provide supervised opportunities for child to pull herself erect by using sturdy objects such as playpen, chairs, teacher, parallel bars. Work with JK on cage ball holding her by arms on stomach and roll ball back and forth - turn her over on back and repeat. Using a balance board which gives in the middle, hold JK in erect position with arms extended in front of her and	Braces Playpen Chairs Parallel bars Cage ball Balance board See-saw Tricycle	Teacher and Teacher's Aide	Outside In Unit Classroom

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NRRC/P PRESCRIPTION PLANNING RECOR

1. STUDENT CODE JK

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. GROSS MOTOR (continued)	JK can walk without support in braces for two steps unaided	and bounce the board. Place JK on see-saw with teacher behind her, raise see-saw high enough off ground so JK must straighten legs then push board up and down to have JK flex and extend knees and legs. Using racing straps to keep JK's feet on pedals, teacher should help JK turn the wheels of a tricycle.

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY
mer Traineeship Program

3. PRESCRIPTION WRITER Kathleen MacLeod

CODE ________

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
JK can walk without support in braces for two steps unaided	and bounce the board. Place JK on see-saw with teacher behind her, raise see-saw high enough off ground so JK must straighten legs then push board up and down to have JK flex and extend knees and legs. Using racing straps to keep JK's feet on pedals, teacher should help JK turn the wheels of a tricycle.	Braces Playpen Chairs Parallel bars Cage ball Balance board See-saw Tricycle	Teacher and Aide	Outside In Unit Classroom

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE JK 2. LOCATION Summer Traineeship Program 3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SELF-CARE (Compet - Sr. Leonard) 2. To Feed Unaided 3. a. Demonstrates ability to chew b. Ability to pick up spoon c. Ability to grasp spoon with aid d. Demonstrates eye/hand coordination to bring spoon to mouth. e. Ability to swallow f. Ability to grasp spoon without aid g. Ability to finger feed h. Demonstrates ability to hold cup i. Ability to bring cup with top on it to mouth. j. Ability to swallow	JK will feed herself with spoon. JK will finger geed. JK will drink from cup with top on it.	Teacher will sit across from JK at table with tray in front of JK Next, teacher will change her position to behind JK and guide child's hand with spoon or finger food to JK's mouth Next, leave spoon next to tray or give JK finger food and encourage JK to eat unaided.	F F S T

NRRC/P PRESCRIPTION PLANNING RECORD

NE UNIVERSITY
aineeship Program 3. PRESCRIPTION WRITER Kathleen MacLeod CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
l feed herself poon. l finger geed. l drink from cup op on it.	Teacher will sit across from JK at table with tray in front of JK Next, teacher will change her position to behind JK and guide child's hand with spoon or finger food to JK's mouth Next, leave spoon next to tray or give JK finger food and encourage JK to eat unaided.	Food on tray Finger food Spoon Table and chair	Teacher	Unit or Classroom

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1. STUDENT CODE JK 2. LOCATION Summer Traineeship Program 3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
(Compet, Sr. Leonard) 1. SELF-CONCEPT 2. To Respond to Name 3. a. Responds to name calling through some response (e.g. smiling, sound, frowning) b. Turns toward person calling name	JK will show awareness of speaker by turning toward speaker, smiling or frowning	Teacher should use name as much as possible when in contact with JK
(Compet) 1. COMMUNICATION 2. To Establish Eye Contact	JK will look at teacher for 10 seconds.	Teacher should stay in JK's line of vision and use child's name. Teacher should try getting JK's attention by using nickname "Brown Eyes"

NRRC/P PRESCRIPTION PLANNING RECORD

UQUESNE UNIVERSITY
er Traineeship Program

3. PRESCRIPTION WRITER Kathleen MacLeod CODE ______

. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
K will show awareness f speaker by turning oward speaker, smiling r frowning	Teacher should use name as much as possible when in contact with JK	None	Teacher	Unit, Classroom or Anywhere
K will look at eacher for 10 seconds.	Teacher should stay in JK's line of vision and use child's name. Teacher should try getting JK's attention by using nickname "Brown Eyes"	None	Teacher	Unit, Classroom or Anywhere

NRRC/P FORM XIV 7-73

CASE OF GH

I. IDENTIFICATION

C.A. 11-9

Male

Fraternal twin

II. REPORT OF PREVIOUS EVALUATIONS

Health and Medical History

General physical condition - fair
Medication - Phenobarbital
Full term pregnancy, Mother had virus infection during pregnancy. Breech presentation. At 2 days developed Grand Mal Seizures, and suffered from severe brain damage with spasticity as a result of hypoglycemic attacks
Present status - spastic, quadriplegic, non-verbal, and non-ambulatory.
Hearing: gross sounds. Vision: attends to visual stimulation
Twin brother is normal and the only sibling

Results of Tests

Cattell Infant Intelligence Scale - I.Q. 34 - M.A. 5-8
Test given March 1963, name of test unknown (retarded in gross motor, manipulative skills, and speech)

Educational History

No therapy recommended due to profound retardation

Social History

No social contacts

III. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Motor Development

Gross motor - raises head, rolls over
Fine motor - grasps large objects only with left hand. No use of right hand
Visual motor - makes eye contact, follows bright colored objects
Auditory motor - blinks eyes, and turns head at clap or loud sound
Tactile/Kinesthetic - will smile when tickled

Intellectual Development

Self concept - very poor
Communication - makes a cooing sound which seems to have no significance

Social Development

Self care - none
Self help - none
Social interaction - will smile at anyone

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General physical condition - fair
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Self concept - very poor
Communication - makes a cooing sound which seems to have no significance

Social Development

Self care - none
Self help - none
Social interaction - will smile at anyone

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE GH

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. MOTOR DEVELOPMENT (Compet 2. Gross Motor Development " 3. Raises Head on Command " 4. Strengthen Neck Muscles "	Subjective Teacher Evaluation	Behavior Modification Cage Ball: Hold by his feet and lower to the mat, over the ball and rock back and forth. Two persons work well.	J C
Prepare for Crawling (Compet)	Teacher Evaluation	Suspend from the stomach by a hammock or blanket.	H

NRRC/P PRESCRIPTION PLANNING RECORD

UNIVERSITY
neeship Program 3. PRESCRIPTION WRITER Daniel Morgan CODE ______

UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ve Evaluation	Behavior Modification	Juice works well	Teacher	School - Use mat
	Cage Ball: Hold by his feet and lower to the mat, over the ball and rock back and forth. Two persons work well.	Cage Ball	Teacher & Aide	School: Any space large enough to accommodate cage ball, child and personnel.
Evaluation	Suspend from the stomach by a hammock or blanket.	Hammock or Blanket	Teacher & Aide	Same as above

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1. STUDENT CODE GH

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. MOTOR DEVELOPMENT 2. Fine Motor 3. Develop Grasp and Possible use of his Right Hand (Morgan) 4. Develop Hand and Arm Strength	Subjective - Teacher Evaluation Teacher Evaluation	Behavior Modification. Juice in a gun (Morgan) With the use of a dial rod, the student can grasp and pull himself up toward the instructor
Use Finger with Gross Pincer Movement	Teacher Evaluation	"

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DUQUESNE UNIVERSITY
mmer Traineeship Program

3. PRESCRIPTION WRITER Daniel Morgan

CODE

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Subjective - Teacher Evaluation	Behavior Modification. Juice in a gun (Morgan)	Rubber ball, Nerf balls or sponges	Teacher	Any suitable space
Teacher Evaluation	With the use of a dial rod, the student can grasp and pull himself up toward the instructor	Dial Rod	Teacher	"
Teacher Evaluation	"	"	"	"

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NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE GH
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. MOTOR DEVELOPMMENT 2. Visual Motor 3. Demonstrates Ability to Attend to Visual Stimuli	Subjective	Use a flash light, mirror, or sunlight, to try to follow these, or objects.	F M
Follow objects moving in a circular path	Subjective	Use brightly colored objects such as plastic toys, animals, or pictures.	O w
1. AUDITORY 2. Respond to Loud Sounds and Use of Music to Stimulate or Sedate Student	Look for eye blink or startle response	Loud hand clap, records or radio to stimulate a type of response	R

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY
ineeship Program 3. PRESCRIPTION WRITER Daniel Morgan CODE ________

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ive	Use a flash light, mirror, or sunlight, to try to follow these, or objects.	Flash Light Mirror	Teacher	Any suitable space
ive	Use brightly colored objects such as plastic toys, animals, or pictures.	Orange balls, red or white toys	Teacher	"
r eye blink le response	Loud hand clap, records or radio to stimulate a type of response	Radio, record player	Teacher	"

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NRRC/P PRESCRIPTION PLANNING RECOR

1. STUDENT CODE GH

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. TACTILE - KINESTHETIC a. Touch Sensations b. Exploring objects c. Awareness of Body Parts	Teacher Evaluation	Provide regular and pleasant experiences with varieties with touch sensations- soft fuzzy toys, ice cream, spaghetti, foam rubber, sand paper, patting, hugging, kissing. Provide opportunitie to smooth, rub, pinc suck, lick, scratch, chop, bang, or pull apart objects. Use water to float a variety of objects for exploration. Use ice cubes on extremities to make aware of body parts

NRRC/P PRESCRIPTION PLANNING RECORD

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er Traineeship Program

3. PRESCRIPTION WRITER Daniel Morgan

CODE ______

. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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NRRC/P FORM XIV 7-73

CASE OF H

I. IDENTIFICATION

C.A. 9-0

Sex: Female

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

General Health

General physical condition - good - June 8, 1972
Diagnosed Cerebral Palsy - May 24, 1972
Diagnosed as mentally retarded - June 8, 1972
Neurological impairment - no
Received general immunizations and boosters at normal intervals

Medication

Phenobarbital	A.M. - 1/2 gr.
	P.M. - 1 gr.

Other Physical Problems

Seizures - convulsive - etiology unknown
Umbilical hernia (Recommendation: no treatment at present)
Speech - one or two syllable utterances

Motor Development

August 17, 1972

Gross motor - raises head, moves hands, sits aided or unaided
Fine motor - extends fingers, grasps objects
Visual motor - attends to visual stimuli, eyes follow moving object
Tactile/Kinesthetic - touches picks up, holds objects

February 1, 1973

Difficulty in walking

May 17, 1973

Improved walking
Squeeze, play, catch, and throw ball

Intellectual Development

August 17, 1972

Self concept - eye contact
Self care - feeds self with help

February 1, 1973

Improved attention

Social Development

February 1, 1973

Claps hands to express joy
Makes two and three syllable utterances
Responds to affection
Watches activities of others

May 4, 1973

Physical Development

General Health

General physical condition - good - June 8, 1972
Diagnosed Cerebral Palsy - May 24, 1972
Diagnosed as mentally retarded - June 8, 1972
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Received general immunizations and boosters at normal intervals

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Squeeze, play, catch, and throw ball

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August 17, 1972

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Self care - feeds self with help

February 1, 1973

Improved attention

Social Development

February 1, 1973

Claps hands to express joy
Makes two and three syllable utterances
Responds to affection
Watches activities of others

May 4, 1973

Enjoys game between aide and child
Enjoys going outside
Very good natured, happy child

Emotional Development

August 17, 1972
No emotional disturbance

III. OTHER CONTACTS

Local Children's Hospital

June 25, 1965
December 16, 1966
January 25, 1967

Social Service Department of County

August 1, 1967

Juvenile Court of County

August 1, 1967

Institutional Placement Supervisor of Juvenile Court Contacted by Institution Psychiatrist

February 5, 1968
August 12, 1968
January 31, 1969

Easter Seal Rehabilitation Center

May 24, 1972
June 8, 1972

Institution Nurse - Progress Report

June 30, 1972

Institution Psychologist

August 17, 1972

Local Intermediate Unit

Institution Physician - Physical Examination

November 19, 1972

Aides Progress Report

May 4, 1973

Local Medical Associates Diagnosis

July 29, 1973

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

III. OTHER CONTACTS

Local Children's Hospital

June 25, 1965
December 16, 1966
January 25, 1967

Social Service Department of County

August 1, 1967

Juvenile Court of County

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Institutional Placement Supervisor of Juvenile Court Contacted by Institution Psychiatrist

February 5, 1968
August 12, 1968
January 31, 1969

Easter Seal Rehabilitation Center

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June 8, 1972

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June 30, 1972

Institution Psychologist

August 17, 1972

Local Intermediate Unit

Institution Physician - Physical Examination

November 19, 1972

Aides Progress Report

May 4, 1973

Local Medical Associates Diagnosis

July 29, 1973

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Motor Development

Gross Motor
- Demonstrates ability to raise head in coordinated manner independently
- Needs assistance in rolling
- Demonstrates the ability to sit erect unaided
- Learning to crawl
- Needs support to stand

Motor Development (Continued)

Gross Motor (Continued)

Non ambulatory
Balance is unstable
Demonstrates the ability to throw and catch

Fine Motor

Demonstrates ability to move hands
Demonstrates ability to reach
Demonstrates ability to grasp
Demonstrates the use of hands in a coordinated manner
Demonstrates eye-hand coordination while using grasp movements

Visual Motor

Demonstrates ability to attend to visual stimuli
Demonstrates ability to follow moving objects with eyes
Demonstrates ability to fixate eyes on objects

Auditory Motor

Demonstrates ability to attend to loud noises
Turns head to auditory stimuli
Detects sound in different areas of the room
Demonstrates ability to respond to sound patterns with specific activity
Demonstrates ability to reproduce sound

Tactile/Kinesthetic

Demonstrates an interest in exploring objects tactually
Picks up, pushes, grasps objects

Intellectual Development

Self Concept

Makes eye contact with the speaker
Demonstrates the ability to show affection
Demonstrates the ability to express feelings of joy and sorrow to specific incidents
Smiles in response to another person's smile

Communication

Makes sounds to get attention
Uses utterances as "Ba-ba," "Ga-ga," "Goo-goo"
Uses these utterances when expressing joy
Laughs
Responds motorically to direction with stimulation or gestures by instructor
Easily distracted

Conceptual

Little, if any, response
Doesn't protect self from fall

Social Maturity

Self Care

Not completely toilet trained
Feeds self but needs assistance
Eating crushed, chopped foods
Drinks from cup using two hands
Demonstrates ability to use a spoon

Demonstrates ability to reach
Demonstrates ability to grasp
Demonstrates the use of hands in a coordinated manner
Demonstrates eye-hand coordination while using grasp movements

Visual Motor

Demonstrates ability to attend to visual stimuli
Demonstrates ability to follow moving objects with eyes
Demonstrates ability to fixate eyes on objects

Auditory Motor

Demonstrates ability to attend to loud noises
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Uses these utterances when expressing joy
Laughs
Responds motorically to direction with stimulation or gestures by instructor
Easily distracted

Conceptual

Little, if any, response
Doesn't protect self from fall

Social Maturity

Self Care

Not completely toilet trained
Feeds self but needs assistance
Eating crushed, chopped foods
Drinks from cup using two hands
Demonstrates ability to use a spoon
Demonstrates ability to finger feed
Demonstrates ability to accept food when being spoon fed
Maintains upright position at the table

Self Help and Independence

None

Social Interaction

Demonstrates an awareness of other individuals
Returns smiles
Demonstrates ability to seek attention
Plays with an adult

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE H   2. LOCATION Summer Traineeship Program   3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
SUBJECT AREA: Gross Motor Development (Compet 14.0) General Objective: To establish, refine and maintain skills pertaining to the meaningful use of the head, torso, and extremities	Teacher judgment	Use a scooter board to develop head control. Place the student on the scooter board in a prone position. Hold her feet and guide her movements	Scoo J.A. 71 F
	Teacher judgment	Use a sturdy beach ball (48" in diameter) with child lying over the ball and the teacher holding her hands. With arms in extension and the rocking movement, child will develop neck muscles.	Larg J. A 71 F

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY
ineeship Program 3. PRESCRIPTION WRITER Lawrence Demangone CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	Use a scooter board to develop head control. Place the student on the scooter board in a prone position. Hold her feet and guide her movements	Scooter Board J.A. Preston Corp. 71 Fifth Ave. New York	Aide	Any spacious Area
judgment	Use a sturdy beach ball (48" in diameter) with child lying over the ball and the teacher holding her hands. With arms in extension and the rocking movement, child will develop neck muscles.	Large Vinyl Ball J. A. Preston Corp. 71 Fifth Ave. New York	Teacher	Any spacious Area

NRRC/P PRESCRIPTION PLANNING RECOR

DUQUESNE UNIVERSITY

1. STUDENT CODE H 2. LOCATION Summer Traineeship Program 3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
SUBJECT AREA: Gross Motor Development (Compet 14.0)		
Head Differentiation - Prone Position	Teacher judgment	Observe head positio as child pulls up to a sitting position. Head should raise.
To Develop Arm Differentiation	Alternate Arms	A. Shoulder Movement 1. Move an arm in forward circular motion; elbows are bent and loose. 2. Move the hand up along the side of the body, extend it over head, then lower in same way.

NRRC/P PRESCRIPTION PLANNING RECORD

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r Traineeship Program

3. PRESCRIPTION WRITER Lawrence Demangone CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher judgment	Observe head position as child pulls up to a sitting position. Head should raise.	Dowel or Broom stick Newell C. Kephart	Teacher	Any spacious Area
ternate Arms	A. Shoulder Movements 1. Move an arm in forward circular motion; elbows are bent and loose. 2. Move the hand up along the side of the body, extend it over head, then lower in same way.	Large Area Mats Newell C. Kephart	Teacher	Any spacious area

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NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE H   2. LOCATION Summer Traineeship Program   3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
To Develop Arm Differentiation (cont'd)	Alternate Arms	3. Extend the arm to full extension out at side. then lower. 4. Extend the arm over the head, then down.	Larg
To Develop Locomotion	Teacher judgment	Prone position. Stretch upper trunk to move forward, then pull the lower trunk forward. Rod may be used. Slide knees up under self and push body forward	Dowe

NRRC/P PRESCRIPTION PLANNING RECORD

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aineeship Program 3. PRESCRIPTION WRITER Lawrence Demangone CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ate Arms	3. Extend the arm to full extension out at side, then lower. 4. Extend the arm over the head, then down.	Large area mats	Teacher	Any spacious area
r judgment	Prone position. Stretch upper trunk to move forward, then pull the lower trunk forward. Rod may be used. Slide knees up under self and push body forward	Dowel	Teacher	Any spacious area

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
Specific Objective: To Develop the Skill of Rolling	Teacher judgment	Lay a blanket on top of a mat and lay the child on top of blanket at one end. Legs together and straight. Arms at side. Pick up one end of the blanket and this will force the child to roll.
Force Roll	Repeat several times	
To Develop Leg Differentiation Hip Movement - with bending of knee	Teacher judgment	On back: (a) Draw knees up to chest, then extend or thrust out straight. (b) Same as a., but child is to make circular movements.
To Differentiate the Hip Area from the rest of the Body		On stomach: Bend the knee and draw it up along side of body on floor until in line with hip, then extend

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher judgment peat several times	Lay a blanket on top of a mat and lay the child on top of blanket at one end. Legs together and straight. Arms at side. Pick up one end of the blanket and this will force the child to roll.	Large area Mats Sturdy Blanket St. Peter's Child Development Centers,Inc. Pittsburgh, Pa.	Teacher	P.T. Room or any area indoors or outdoors with enough space
acher judgment	On back: (a) Draw knees up to chest, then extend or thrust out straight. (b) Same as a., but child is to make circular movements. On stomach: Bend the knee and draw it up along side of body on floor until in line with hip, then extend	Large Area Mats Newell C. Kephart	Teacher	"

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
SUBJECT AREA: Fine Motor Development (Compet 16.0) General Objectives: To establish and expand the capability of the hands and fingers in accomplishing functional tasks	Teacher judgment	1. Move the hand freely from side to side. 2. Rotate the hand in a circular motion. a. to the left b. to the right 3. Move wrist as to screw and unscrew lids.	Newe
To Establish and expand eye/hand coordination in relationship to activities of daily living	Teacher judgment	Shaking, rattling, pounding, picking, drumming, dropping an object, rolling an object, throwing pushing an object, stacking, pouring, squeezing, winding, catching, reaching, placing, moving an object	Ratt rhyt plas rubb

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	1.Move the hand freely from side to side. 2. Rotate the hand in a circular motion. a. to the left b. to the right 3. Move wrist as to screw and unscrew lids.	Newell C. Kephart	Teacher	Any area
judgment	Shaking, rattling, pounding, picking, drumming, dropping an object, rolling an object, throwing pushing an object, stacking, pouring, squeezing, winding, catching, reaching, placing, moving an object	Rattles, small toys, rhythm instruments, plastic bottles, foam rubber, sponge balls.	Aide	Any Area

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
To Coordinate learned arm and hand movements	Teacher judgment	Use the two largest cubes to show stacking and placing Add additional cubes when necessary	
Subject Area: Fine Motor Development Specific Objective: To gain control of the small finger muscles	Teacher judgment	Guide the child in removing and replacing the cylinders Grasp each knob with the thumb, index and middle fingers.	
	Teacher judgment	Basins are placed next to each other. Pour water into left basin. Gently press sponge to absorb the water. Transfer and squeeze into other basin. Repeat. Dry basins when finished/	

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher judgment	Use the two largest cubes to show stacking and placing Add additional cubes when necessary	The Pink Tower by Maria Montessori	Teacher	Any Area
acher judgment	Guide the child in removing and replacing the cylinders. Grasp each knob with the thumb, index and middle fingers.	Cylinder Blocks by Maria Montessori	Teacher	
acher judgment	Basins are placed next to each other. Pour water into left basin. Gently press sponge to absorb the water. Transfer and squeeze into other basin. Repeat. Dry basins when finished/	Sponge, basins (2) pitcher, cloth for drying, apron (Maria Montessori	Teacher	Any Area

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
Specific Objective: To gain control of the small finger muscles (cont'd)	Teacher judgment	Pour beans into 2nd pitcher. Repeat. Beans should flow over lip of one pitcher into the center of the 2nd.	Pitc Har
SUBJECT AREA: Communications (Compet 26.0) Specific Objective: To help encourage the Child's desire and enhance his ability to communicate	Teacher judgment	Associate sounds with gross motor movements. The sound may be vowels, consonants, or combined. a. Rock in a chair "ah, ah" or humming. b. Saw a board - "iiiii" or "eeee" c. Winding a spool - any vowel and change pitch. d. Cranking a toy "mmmmm".	Co .or Ne

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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r judgment	Pour beans into 2nd pitcher. Repeat. Beans should flow over lip of one pitcher into the center of the 2nd.	Pitchers (2) Hard round beans (Maria Montessori)	Teacher	Any Area
r judgment	Associate sounds with gross motor movements. The sound may be vowels, consonants, or combined. a. Rock in a chair "ah, ah" or humming. b. Saw a board - "iiiii" or "eeee" c. Winding a spool - any vowel and change pitch. d. Cranking a toy "mmmmm".	Corresponding objects or toys Newell C. Kephart	Teacher	Any Area

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
To help encourage the Child's desire and enhance his ability to communicate (cont'd)	Teacher judgment	As soon as child imitates sounds, pick up the sound, make a game of playing the sound back and forth. Spend weeks playing with the sounds. Elongate them, vary the pitch or volume, and then combine: "aaa-eee", "aaa-eee"

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er Traineeship Program

3. PRESCRIPTION WRITER Lawrence Demangone CODE ________

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher judgment	As soon as child imitates sounds, pick up the sound, make a game of playing the sound back and forth. Spend weeks playing with the sounds. Elongate them, vary the pitch or volume, and then combine: "aaa-eee", "aaa-eee".	Corresponding objects or toys Newell C. Kephart	Teacher	Any area

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
SUBJECT AREA: Gross Motor Development Fine Motor Development Specific Objective: To strengthen child's self-confidence in water	Teacher judgment	Sitting position: Gently splash some water over child's face so she can get used to being wet all over. Child can fill plastic bottles up and then pour the water out. Express pleasure with child's efforts. "That was great!" Supine position: Place your hands under her head to support her and then move her backwards and forwards. As confidence grows, direct kicking of legs and splashing with hands.	Batht (wa Toys Empty Swim Eva Child Pau New

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judgment	Sitting position: Gently splash some water over child's face so she can get used to being wet all over. Child can fill plastic bottles up and then pour the water out. Express pleasure with child's efforts. "That was great!"	Bathtub (water - 3 in. deep) Toys Empty plastic bottles Swimming cap Eva Bory - "Teaching Children to Swim" Paul Hamlyn Pty.Ltd. New York	Teacher	Bath tub Wading pool Shallow part of swimming pool
	Supine position: Place your hands under her head to support her and then move her backwards and forwards. As confidence grows, direct kicking of legs and splashing with hands.		Teacher & Aide	"

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CASE OF AB

I. IDENTIFICATION

C.A. 9-2

Sex: Female

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General health - good
Medication - valium (muscle relaxant)

Other

Lacks muscle tone
Feet pronated
Mother reported physical abuse during pregnancy from husband; admitted to hospital once from physical abuse; although under emotional strain, mother felt it was a good pregnancy physically*
Full term, 7 lb. baby, with no obstetrical or perinatal complications
Head drooping spells once or twice a day; diagnosed as possible salaam seizures or myclonic epilepsy; at age 1, occurred 3 to 4 times each hour; at age 20 to 24 months, had frequent drooping spells, subsiding without treatment
AB did not stand alont at 1 year, which prompted mother to first refer child to pediatrician

Motor Development

Gross Motor

After age 1, coordination described by mother as "more floppy"
Poor body balance
Flails arms
"Hyperactive, rarely sitting still a minute"
When placed in crawling position, moves one hand

Sitting

Elevated head in arm-stretch position at 5 months
Sat alone only momentarily, needed support, at 8 months
Pulled self up at 1 year
Sat with aid at age 8 years
Sat alone at 9 years

Standing

Pulled up to standing position at 18 months
"Cruised" around furniture with hypotonic, flat-footed gait at 18 months
Stood with support at 20 months
Stood alone at 24 months
Could get to sitting and standing position alone, as well as sitting down, at 25 months
Stood with aid at 5 years
Presently stands alone

Walking

Ambulated in walker at 3 years
Inconsistently walks a few steps on own to teacher since 8 years of age

Fine Motor

General health - good
Medication - valium (muscle relaxant)

Other

- Lacks muscle tone
- Feet pronated
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- Could get to sitting and standing position alone, as well as sitting down, at 25 months
- Stood with aid at 5 years
- Presently stands alone

Walking

- Ambulated in walker at 3 years
- Inconsistently walks a few steps on own to teacher since 8 years of age

Fine Motor

- At approximately 1 year:
  - Could hold cup**
  - Able to pluck a pellet**
  - Manipulated objects well**

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*Medical report from Developmental Clinic summarizes that, at 2-1/2 years, AB's history does not contribute to understanding of child's problems.

**Skills have since been lost

CASE OF AB

Motor Development (Continued)

Fine Motor (Continued)

- Pincer movements apparent at age 1
- Holds large and medium sized balls with both hands
- Reaches out for teacher's hands
- Attempts to reach out for 2 large objects placed 12 inches in front of child 233
- Extends fingers
- Grasps objects
- Can hold small block with one hand

Visual Motor

- Gross vision normal; reacts to light and accomodations
- Although eyes seemed bright and alert, did not appear to distinguish between objects and people
- Focuses eyes on source of sound

Auditory Motor

- External ears reported to have been somewhat small, with canals and drums normal, during evaluation at 32 months
- At 30 months would "turn head to bell, only slight response"
- Aware of sound
- Produces "whimpering" as well as "ah-ah" sounds during music

Tactile/Kinesthetic

- When at first enrolled in the educational training program at age 1, "exhibited no response to touching stimulation"
- Touches and picks up objects
- Mouths fingers
- Picks on clothing
- Likes to be cuddled

Intellectual Development

Self Concept

- As infant, demanded little; gave and received affection minimally
- Arouses self by holding on, mouthing, and cruising around furniture
- Mouths hands
- Pleasant child
- Quiet child
- Shy behavior with examiner
- Described at age 5 "seems very nervous"
- "Wants to please"
- Gaining more confidence in self in walking

234 Communication

- Movements/Gestures
    - Never shook head "no-no" or fussed to be fed
- Sounds and Speech
    - Babbled at appropriate age*
    - Had a few one-syllable words at age 18 months*
    - Went to high chair and smacked lips to indicate hunger*
    - Rarely cries except when really hurt
    - Most sounds consisted of squealing
    - No intelligible speech
    - Rarely says "ma-ma"

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Attempts to reach out for 2 large objects placed 12 inches in front of child
Extends fingers
Grasps objects
Can hold small block with one hand

Visual Motor

Gross vision normal; reacts to light and accomodations
Although eyes seemed bright and alert, did not appear to distinguish between objects and people
Focuses eyes on source of sound

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Arouses self by holding on, mouthing, and cruising around furniture
Mouths hands
Pleasant child
Quiet child
Shy behavior with examiner
Described at age 5 "seems very nervous"
"Wants to please"
Gaining more confidence in self in walking

234 Communication

Movements/Gestures
  Never shook head "no-no" or fussed to be fed
Sounds and Speech
  Babbled at appropriate age*
  Had a few one-syllable words at age 18 months*
  Went to high chair and smacked lips to indicate hunger*
  Rarely cries except when really hurt
  Most sounds consisted of squealing
  No intelligible speech
  Rarely says "ma-ma"
  No jargon speech or a meaningful or consistent use of sounds to name objects
  At 5 years cried for food
  Produces whimpering and "ah-ah" sounds during music
Communication with Others
  Smiled for no obvious reason with mouth wide open, at times laughing aloud, during testing at 32 months; (One psychologist felt that this behavior was similar to a psychological self-stimulation characteristic of young infants, but not related to autistic or psychotic behavior)

*Skill since lost

- Communication (Continued)
  - Communication with Others (Continued)
    - At age 5, "did not interact with eyes"
    - By age 8, AB did have eye contact with teachers, etc.
    - Smiles in response to smile

- Conceptual
  - Mother recalls that at 1 year, AB "seemed to have favorite toy in another room" *
  - Did not seem to distinguish between objects and people
  - Perhaps comprehends words "bath" and "drink"

Social Maturity

- Self Care Skills
  - Feeding/Eating
    - Could feed self and hold cup prior to age 1 *
    - At age 5 ate solid foods
    - At age 6 ate semi-solids with guided shuttled hand and poor mouth control
    - Signals hunger (cries)
    - Food acceptance fluctuates
    - Drinks from regular glass held by attendant
    - Reaches for food on spoon with both lips
  - Toileting
    - Age 5 to 7, toilet training reported as good and improving
    - Stays dry for 3 hours
  - Clothing
    - Pulls at clothing, especially tops, with both hands

- Self Help and Independence
  - Showed less and less interest in playthings as infant
  - Signals distress

- Social Interaction
  - As infant, cared for at home; demanded little affection
  - As infant, had "some recognition of mother"
  - Otherwise normal social responses for one year old
  - Did not exhibit fear of strangers
  - Shy behavior with examiners
  - No evidence of interpersonal relations; no reaction to environment, peers, or any stimulation
  - Must be protected in play area
  - Smiles at people

Summary

"There is a suggestion that AB may have been 'more normal' prior to age 1 than AB is now. . . . AB's history does not contribute to an understanding of problems."

IV. OTHER CONTACTS

- Physicians
  - Pediatrician contacted when one year old AB was not standing alone **
  - Orthopedic specialist said bones were normal
  - One physician described head drooping as possible epilepsy

another room" *
Did not seem to distinguish between objects and people
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Summary

"There is a suggestion that AB may have been 'more normal' prior to age 1 than AB is now. . . . AB's history does not contribute to an understanding of problems."

IV. OTHER CONTACTS

Physicians

- Pediatrician contacted when one year old AB was not standing alone **
- Orthopedic specialist said bones were normal
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Developmental Clinic of Children's Hospital

- At 32 months the clinic conducted medical, developmental neurological and psychological tests **

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* Skill since lost

** Two tests were administered for phenylketonuria, the first negative, and the second questionably positive

CASE OF AB

III. OTHER CONTACTS (CONTINUED)

Developmental Clinic of Children's Hospital (Continued)

(It may be noted here that AB scored an M.A. of 6-2 on the Cattell Infant Intelligence Scale, placing AB in the "very severely retarded" range)

237 Mother also visited Social Services of the clinic

Private Residential Home

AB entered at age 3
At age 5 years, 6 months the Slosson Intelligence Test yielded an M.A. of 6 months with I.Q. at 10
Reports on AB were recorded four times per year

IV. ASSESSMENT OF PRESENT LEVELS OF FUNCTIONING
(Based on Compet, 1972)

Physical Development

Arms and legs somewhat spastic (arms more so)
Frequently keeps air in stomach causing abdomen to remain uncommonly distended until exhaled
Constant nasal discharge (left nostril)
Drools

Motor Development

Gross Motor

- Raises head in a coordinated manner
- Rolls body
- Sits erect
- Stands erect
- Walks with one hand held

*Goal: to demonstrate the ability to walk independently

Fine Motor

- Uses hands to reach inconsistently
- Uses hands to grasp inconsistently
- Demonstrates Palmer grasp
- Holds stick with both hands
- Squeezes a few drops from sponge
- Releases objects

*Goal: to demonstrate a more proficient ability to grasp

238 Visual Motor

- Attends briefly to visual stimuli
- Follows moving objects with eyes
- Gazes on light briefly
- Follows objects moving left and right briefly and inconsistently
- Sights familiar toys, people from a distance of 25 feet

Goal: to fixate eyes on object

Auditory Motor

- Attends to loud noises
- Looks for source of sound

237 severely retarded" range)

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Gazes on light briefly
Follows objects moving left and right briefly and inconsistently
Sights familiar toys, people from a distance of 25 feet

Goal: to fixate eyes on object

Auditory Motor

Attends to loud noises
Looks for source of sound
Attends to spoken voice
Responds to soft and loud
Picks up praise, scolding, hushing voice
Hears toys and music
Vocalizes a breathy "ma"
Clicks with tongue in mouth and clicks in response to click

Goal: to identify sound in relation to distance

* Priority Goals

Tactile/Kinesthetic

Demonstrates an interest in exploring objects tactually
Reacts to hand, foot, and body contact
Guides hand over surfaces with aid
Goal: to identify objects by using tactile and kinesthetic cues

Intellectual Development

Self Concept

Turns when name called infrequently
Recognizes self in mirror
Looks at self with others' image
Recognizes family members and familiar persons - mother
Seems to recognize other children in area (smiles)
Shows anger when familiar people are missing (mother, aide)
Shows joy at familiar toy/person
Goal: to respond to own name when called

Communication

Signals hunger and distress (cries)
Imitates tongue clicking
Enjoys eye contact and smiles in response to smile
Goal: to make some sound of communication

Conceptual

Stops (self-initiated) to look at pictures for substantial amount of time - 1 minute
Smiles when objects or animals are named
Perhaps recognizes pictures and spoken word for:

mommy dog horse doll ice cream eat

nurse kitty baby ball water

Goal: to recognize similarities and differences

Social Maturity

Self Care

Feeding/Eating/Drinking
Uses suction cup held by attendant
Opens mouth for spoon, hand shuttled and spoon held by attendant
*Drinking Goal: to hold and drink from cup independently
*Eating Goal: to finger feed self
to bring spoon to mouth independently
Toileting
Stays dry for 3 hours
Goal: to indicate the need to eliminate
to use potty chair

Self Help and Independence

Signals hunger and distress
Goal: to play with toys

Social Interaction

Seems to recognize other children in area (smiles)
Goal: to play along side other children

Self Concept

Turns when name called infrequently
Recognizes self in mirror
Looks at self with others' image
Recognizes family members and familiar persons - mother
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Self Care

Feeding/Eating/Drinking
Uses suction cup held by attendant
Opens mouth for spoon, hand shuttled and spoon held by attendant

*Drinking Goal: to hold and drink from cup independently
*Eating Goal: to finger feed self
to bring spoon to mouth independently

Toileting
Stays dry for 3 hours

Goal: to indicate the need to eliminate
to use potty chair

Self Help and Independence

Signals hunger and distress

Goal: to play with toys

Social Interaction

Seems to recognize other children in area (smiles)

Goal: to play along side other children

*Priority Goals

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
GROSS MOTOR (Compet 14.0)	AB demonstrated ability	Compet - 1972	
To Sit Erect 14.3 To Stand Erect 14.5 To Maintain Balance 14.7		C.A.M. & Kephart's Gross Motor Activities 1964	
To Walk Independently: 14.6			
1. Balances entire body in reclining position			
a. Balances on flat surfaces	Uses major muscles to stay on; moves body Does not roll off	Supine & Prone: 1. Roll/move crib 2. Lie upon moving flat surfaces Elevated & flat 3. Play "airplane" 4. Vary surface Reduce mat size Increase height Increase speed	Matt Mats Pill Benc 2 Ma Gros

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
nstrated ability	Compet - 1972 C.A.M. & Kephart's Gross Motor Activities 1964			
jor muscles to ; moves body t roll off - -	Supine & Prone: 1. Roll/move crib 2. Lie upon moving flat surfaces Elevated & flat 3. Play "airplane" 4. Vary surface Reduce mat size Increase height Increase speed	Mattresses Mats Pillow Bench 2 Mats Gross Motor Cushions 	Attendant Nurse Physical Therapist	Bed room Outdoors Playroom

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR (continued) 1. b. Balances on rounded surfaces	Catches self with hands/feet Stays on more often than not	Holiday, ed. Malagan 1. Lie on stationary, round surface. Hold body; hold arms only; hold legs only, hold hand/feet Hold one hand/foot; Independent 2. Rock object 3. Roll object 4. "Swim!" 5. Vary direction Reduce ball size Increase area Increase speed (operant conditioning)

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Catches self with hands/feet Stays on more often than not	Holiday, ed. Malagan 1. Lie on stationary, round surface. Hold body; hold arms only; hold legs only, hold hand/feet; Hold one hand/foot; Independent 2. Rock object 3. Roll object 4. "Swim!" 5. Vary direction Reduce ball size Increase area Increase speed (operant conditioning)	Pile of pillows Cage ball Crawling cylinder Beach ball Large stuffed animal	Teacher Physical Therapist Gym teacher	P.T. Room Padded Play Area

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
GROSS MOTOR (continued 2. Balances entire body in sitting position	Sits fearlessly Does not fall out	Cratty's gross motor exercises (Malagan) 1. Sit: seat stationary; vehicle moving forward; hold on/legs brace; hands free; legs brace; hands free; legs dangle Backwards 2. Play "train" 3. Experience positions in space: Sideways, up/down; in air; vary seats; increase height; increase speed 4. Kneel	Cha Sto 3-D Wag Tric Rock Swin Glid Mini

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STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
earlessly ot fall out	Cratty's gross motor exercises (Malagan) 1. Sit: seat stationary; vehicle moving forward; hold on/legs brace; hands free; legs brace; hands free; legs dangle Backwards 2. Play "train" 3. Experience positions in space: Sideways, up/down; in air; vary seats; increase height; increase speed 4. Kneel	Chair Stool 3-D Cushion Wagon Tricycle Rocking chair/horse Swing Glider/hammock Mini-tramp	Aide Attendant Physical Therapist Teacher	Anywhere

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR (continued) 3. Balances entire body in standing position	Stands alone on two surfaces for two (2) minutes Stands alone 18" wide beam for one minute	(Malagan) Stand in bed, on floor often Increase time - one foot 2. Stand on ledge; bike back; holds until no support needed 3. Moving area; increase time; decrease support 4. Between parallel ars; Increase distance between bars until child cannot reach. 5. Balance beam between parallels; Increase height; Separate bars

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	(Malagan)			
ands alone on two rfaces for two (2) nutes	Stand in bed, on floor often Increase time - one foot	Bed	Aide	Hallway; Any place conducive
	2. Stand on ledge; bike back; holds until no support needed	Curb		
	3. Moving area; increase time; decrease support	Elevator		
nds alone 18" wide m for one minute	4. Between parallel ars; Increase distance between bars until child cannot reach.	Makeshift "parallels" Narrow hall	Teacher	Grassy or padded area
	5. Balance beam between parallels; Increase height; Separate bars	2 Brooms 2 Large Cartons Balanced Beams Stacked books Scrap wood		

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
GROSS MOTOR (continued)		Compet 1972 Sr. Leonard (Malagan)	
4. Shifts weight independently from one foot to the other without falls.			
a. Swings and sways into different positions	Sits in moving object for 2 minutes; does not fall out.	1. Forward/backward; Swing in familiar medium; Unfamiliar medium 2. Left-right swing; sit in glider facing side. 3. Sway to music; soft, slow, loud, fast; vary tempo	C S R B T
b. Walks with aid	Walks 20' on smooth & rough with aid	1. "Hobble" - walk left foot on floor; right foot on pillow; Increase obstacle; increase distance; decrease support 2. Do not "lead"; hold one hand low at your side - child must balance self	C I I C

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Compet 1972 Sr. Leonard (Malagan)			
n moving object minutes; does ll out.	1. Forward/backward; Swing in familiar medium; Unfamiliar medium	Crib Swing	Aide	Bed room Hallway
	2. Left-right swing; sit in glider facing side.	Rocking chair Blanket	Parents Physical Therapist	Outdoors
	3. Sway to music; soft, slow, loud, fast; vary tempo	Trampoline		
20' on smooth & with aid	1. "Hobble" - walk left foot on floor; right foot on pillow; Increase obstacle; increase distance; decrease support	Glider Balance Rocker Pillows/mats		Wide gymn area
	2. Do not "lead"; hold one hand low at your side - child must balance self	Curb		

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR (continued) 4. c. Propels Own Body	Walks alone 2 steps	Sister Leonard and Malagan, based on Morrison & Pothier (Mattress Walk" Non-slip bath - porcelain stick - onto bottom of shoe Walk in narrow areas Increase distance Hold hand slightly Walk to candy Walk to person (Cruickshank's Structured Environment)

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
alks alone 2 steps	Sister Leonard and Malagan, based on Morrison & Pothier (Mattress Walk"			
	Non-slip bath - porcelain stick -	Between cribs	Aide	Anywhere
	onto bottom of shoe	Hallway	Teachers	
	Walk in narrow areas Increase distance Hold hand slightly	Parallel Bars	Mother	
	Walk to candy Walk to person	Any motivating force		
	(Cruickshank's Structured Environment)			

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
GROSS MOTOR (continued 4. d. Walks a Short Distance from One Object/Person to Another	Walks 2 steps alone	Operant Conditioning (Malagan) Increase steps Decrease motivation Person to mother Person to candy Person to person Wall to mother Wall to person Wall to candy Wall to toy Wall to activity	Any

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
2 steps alone	Operant Conditioning (Malagan) Increase steps Decrease motivation Person to mother Person to candy Person to person Wall to mother Wall to person Wall to candy Wall to toy Wall to activity	Any motivating force Food Bottle Hug - etc.	Parents Aides Nurses Visitors	Anywhere

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR (continued) 5. Walks Independently	Walks 3 or more steps alone	B.F. Skinner's Principles Ed., Malagan) 1. Walk on varied surfaces for confidence & agility. 2. Must walk: to aide for juice to table to eat to aide for hug to room to play to elevator for outdoors to aide for diaper change 3. Decrease motivation until child desires to walk for mobility

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
alks 3 or more steps lone	B.F. Skinner's Principles Ed., Malagan) 1. Walk on varied surfaces for confidence & agility. 2. Must walk: to aide for juice to table to eat to aide for hug to room to play to elevator for outdoors to aide for diaper change 3. Decrease motivation until child desires to walk for mobility	Perhaps sensory stimuli Food Bells Toys Affection Floor Mats Concrete Concrete with pebbles Cobblestone Plastic Grass Mud Wet surface (rain) Inclined surface (mat, ramp)	Any Supervision	All places, insid or outside

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
FINE MOTOR DEVELOPMENT 16.0 FEEDING/EATING/DRINKING 34.0 16.3 34.3		Allen, F., "Here and Now" Therapy, 1942 (Ed., Malagan)	
To Grap and Grasp - To Drink from a Cup: 1. Performs sucking and swallowing	AB Demonstrates Ability	1. Provide situations where child must hold (grasp) not lean	W Cr El Ha
2. Grasps objects with both hands a. Moves hands together b. Demonstrated ability to reach	Holds on with both hands consistently Does not fall	Keep hands on handles Stand in/at crib Railings Hold projections from any item Last one out (holds longer) *Ride moving things (elevator,rockers) Tricycle (hold)	Do Dr Co Mo Gy A

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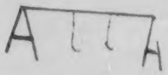
ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Allen, F., "Here and Now" Therapy, 1942 (Ed., Malagan)			
onstrates Ability on with both consistently ot fall	1. Provide situations where child must hold (grasp) not lean Keep hands on handles Stand in/at crib Railings Hold projections from any item Last one out (holds longer) *Ride moving things (elevator,rockers) Tricycle (hold)	Walker Crib Elevator Halls Door handles Dresser handles Coat hooks Monkey bars Gym set bars 	Any supervisor	Almost anywhere

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
FINE MOTOR DEVELOPMENT (continued) 2. (b) Demonstrates ability to reach (cont.)	Can hold at least 3 different items	2. Grasp-size items always present In/Above crib Attached to walker Carry Play (Sister Leonard & Montessori) "Take Advantage of Natural Curiosity" Compet 1972 Piaget & Inhelder's Haptic Progression: 3. Produce up-down motion with grasp Bang on floor Shake Open and close boxes

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
an hold at least 3 ifferent items	2. Grasp-size items always present In/Above crib Attached to walker Carry Play (Sister Leonard & Montessori) "Take Advantage of Natural Curiosity" Compet 1972 Piaget & Inhelder's Haptic Progression:	Sponges Clay Squeeze toys Rattle Doll arms and legs Stick Ball Cup	Other children may help	Almost anywhere
	3. Produce up-down motion with grasp Bang on floor Shake Open and close boxes	Plastic jar filled with beans* Colored water in jar with candy inside Rhythm instruments Jack-in-box Cash register*		

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
FINE MOTOR DEVELOPMENT (continued) 3. Lifts Objects with Both Hands (to face) a. Grasps b. Picks up c. Uses hands in coordinated and purposeful manner	Can hold and lift 3 items - 1 minuted	Kephart's Sensor-Motor Training (Compet -Ed., Malagan) 1. Play peek-a-boo 2. Work and play with eye-appealing objects requiring eye contact (self-initiated lifting and looking)	Sh Ch Bi Ca Cu Cu al Pl Ba Pl Ro Do Sn

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ESTS/TASKS D EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
old and lift 3 - 1 minuted	Kephart's Sensor-Motor Training (Compet -Ed., Malagan) 1. Play peek-a-boo 2. Work and play with eye-appealing objects requiring eye contact (self-initiated lifting and looking)	Sheets Child's shirt Bib Cardboard cylinder Cup with hole in bottom Cup covered with aluminum foil Plastic picture frame Baggies Plexiglass Round mirror Doll's face Snow scene paperweight	Older children Volunteers	Almost anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
FINE MOTOR DEVELOPMENT (continued 4. Grasps Cup & Lifts to Mouth	Tastes sip from cup with or without aid	Sister Leonard (Malagan) 1.Let child taste food; set down; Demonstrate 2. Taste drops on paper cone rim Help open mouth with hand - tilt head if necessary 3. Taste drops in cup 4. Eat with self-fed children 5. Shuttle hands around cup *6. Set down after each sip (Compet - 1972) * Hole may be torn for child's nose s

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
astes sip from cup ith or without aid	Sister Leonard (Malagan) 1. Let child taste food; set down; Demonstrate 2. Taste drops on paper cone rim Help open mouth with hand - tilt head if necessary 3. Taste drops in cup 4. Eat with self-fed children 5. Shuttle hands around cup *6. Set down after each sip (Compet - 1972) * Hole may be torn for child's nose space	Half an orange Any fruit Half potato Popcorn ball (Easy to hold and round foods) Ice cream Juices Icing	Older children Volunteers	Almost anywhere

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
FINE MOTOR DEVELOPMENT (continued) 5. Consistently Lifts and Drinks from Cup Independently	Using plastic cup (suction cup if necessary); child lifts and drinks more than spilled.	Sister Leonard "Isolation of Stimulus" theme 1. Stand behind and guide hands; tape hands to cup; cups in crib 2. One sip "yummy" drinks at first 3. Drink in mirror 4. Increase amount of liquid Decrease motivation 5. Praise independence; Spills - do not scold Minimal aid	Cho Pop Ver Jui Mil Wat

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STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
plastic cup on cup if sary); child and drinks than spilled.	Sister Leonard "Isolation of Stimulus" theme 1.Stand behind and guide hands; tape hands to cup; cups in crib 2.One sip "yummy" drinks at first 3. Drink in mirror 4. Increase amount of liquid Decrease motivation 5. Praise independence; Spills - do not scold Minimal aid	Chocolate milk Pop Very soft ice cream Juice Milk Water	Older Children Volunteers	Almost anywhere

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CASE OF NO

I. IDENTIFICATION

C.A. 11-6

Sex: Female

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

Assumed normal until sixteen months
Retardation due to bacterial meningitis, arrested hydrocephaly and cortical atrophy
Double hemiplegia with more left side involvement
Larger than normal head
Cerebral palsy with spastic quadriplegia
Good general health since admission to state school
No seizures since admitted to state school
Medication:
  Valium - 2.g mg tid
  Phenobarbital - 1/2 gr bid
Good dentition
Normal hearing
Normal oral structures
Hyperextension with finger movements

Motor Development

Gross Motor

Can roll over
Can sit without aid
Scoots along the floor
Highest success at nine months
Unable to support her trunk in a chair
Braced for walking and can walk with aid

Fine Motor

Can grasp large objects easier than small
Has good pincer grasp
Can reach for an object
Squeezes with force with her right hand but rarely uses her left
Is beginning to use a spoon
Not able to mark with a pen when encouraged to do so
Unable to place forms in appropriate places
Can lift a peg from a board
Could put a ball in a box

Visual Motor

Turns toward light
Attends to visual stimuli
Could not find an object that was hidden

Auditory Motor

Turns head to sound
Is aware of singing but doesn't participate

Tactile/Kinesthetic

Touches, picks up and holds objects

Physical Development

Assumed normal until sixteen months
Retardation due to bacterial meningitis, arrested hydrocephaly and cortical atrophy
Double hemiplegia with more left side involvement
Larger than normal head
Cerebral palsy with spastic quadriplegia
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Normal hearing
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Motor Development

Gross Motor

Can roll over
Can sit without aid
Scoots along the floor
Highest success at nine months
Unable to support her trunk in a chair
Braced for walking and can walk with aid

Fine Motor

Can grasp large objects easier than small
Has good pincer grasp
Can reach for an object
Squeezes with force with her right hand but rarely uses her left
Is beginning to use a spoon
Not able to mark with a pen when encouraged to do so
Unable to place forms in appropriate places
Can lift a peg from a board
Could put a ball in a box

Visual Motor

Turns toward light
Attends to visual stimuli
Could not find an object that was hidden

Auditory Motor

Turns head to sound
Is aware of singing but doesn't participate

Tactile/Kinesthetic

Touches, picks up and holds objects

Intellectual Development

Self Concept

Can touch nose
Can show fingers
Responds to own name

CASE OF NO

Communication
- Gestures when she wants to go to the bathroom
- Screaming sounds
- Heard to say "mama"
- 69 Can follow directions for finding objects and taking appropriate objects

Conceptual
- Not reported

Social Maturity

Self Care
- Able to feed with finger foods
- Beginning to use a spoon
- Indicates when she has to be toileted

Safety Rules
- Not reported

Self Help
- Not reported

Social Interaction
- Stays alone
- Doesn't participate in group activities

III. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Motor Development

Gross Motor
- Sits on floor without support
- Achieves a sitting position on the floor independently
- Maintains a sitting position on the floor for long periods of time
- Scoots along the floor using right hand and right leg dragging the left side of her body
- Takes steps while being held with both arms
- When walking brings right leg far off the ground but drags the left
- Can stand while against a pole for about 10 seconds
- Demonstrates the ability to trap a small ball in her lap
- Is able to throw a ball but not to a specific place

Fine Motor
- Does not have any coordinated movements of her hands
- Reaches for objects and people only with the right hand
- Extends fingers in a spastic way
- Squeezes items with her right hand and is strong enough to break a plastic block
- Releases objects from grasp inconsistently
- When handed an object in the left hand she will immediately transfer it to the right
- If the right hand has an object she will not grasp an object offered to the left hand even if her fingers are manipulated

Conceptual

Not reported

Social Maturity

Self Care

Able to feed with finger foods
Beginning to use a spoon
Indicates when she has to be toileted

Safety Rules

Not reported

Self Help

Not reported

Social Interaction

Stays alone
Doesn't participate in group activities

III. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Motor Development

Gross Motor

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Achieves a sitting position on the floor independently
Maintains a sitting position on the floor for long periods of time
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Does not have any coordinated movements of her hands
Reaches for objects and people only with the right hand
Extends fingers in a spastic way
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Releases objects from grasp inconsistently
When handed an object in the left hand she will immediately transfer it to the right
If the right hand has an object she will not grasp an object offered to the left hand even if her fingers are manipulated around the object
Has a good pincer grasp
Is able to pick up small pegs
Is able to remove a ball from a cup
Is able to replace the ball in a cup inconsistently
Is able to build one block on another

Visual Motor

Follows a moving object
Reacts to an object above her level of vision

Visual Motor (Continued)
Follows toys to her sides
Is easily distracted by other visual stimuli held by people close to her
Visually pursues in any direction
Points to objects desired
Visually recognizes familiar adults from a distance
Visually responds to objects below her level of vision such as flowers

Auditory Motor
Attends to noises
Looks for source of sound
Hears spoken voice
Reproduces taps in an inconsistent manner
Responds to music by screaming

Tactile/Kinesthetic
Responds when rubbed
Reacts to hand contact
Reacts to foot contact
Guides hands over entire surfaces

Intellectual Development

Self Concept

Demonstrates the ability to respond to own name
Makes eye contact with the speaker
Turns toward speaker
Crawls toward speaker and puts hand up toward speaker
Can identify head
Can touch eye on command
Can touch eye of the speaker on command
Expresses feelings through crying when she is left out of an activity
Understands salutations and responds appropriately to them

Communication

She possesses some receptive language skills:
  She can respond to simple commands that are required in some fine motor tasks such as replacing a ball, throwing a ball and releasing a ball to the speaker
  She understands some commands for movement
Makes wishes known through gestures by indicating bathroom needs and by also indicating when she wants to go out
Responds verbally to music with screaming sounds which are the only sounds she makes

Social Development

Self Care

Is able to lift a spoon to her mouth
Picks up finger food in small pieces and waits until she has finished what is in her mouth before she takes another piece
Accepts food in any manner that it is given
Grasps spoon when being fed
Moves spoon around in her mouth to permit the food to drop off
Fills spoon

Social Interaction

When the teacher is in the room desires to be included in all of the activities

Auditory Motor

Attends to noises
Looks for source of sound
Hears spoken voice
Reproduces taps in an inconsistent manner
Responds to music by screaming

Tactile/Kinesthetic

Responds when rubbed
Reacts to hand contact
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Accepts food in any manner that it is given
Grasps spoon when being fed
Moves spoon around in her mouth to permit the food to drop off
Fills spoon

Social Interaction

When the teacher is in the room desires to be included in all of the activities
Smiles when the teacher enters the room
Reaches for familiar people
Returns a smaile
Watches movements of others
Seeks attention by moving herself in a situation by scooting or moving her wheel chair
Demands attention by making noise
Reaches for other people who are close to her to bring them closer
Has difficulty sharing objects and responding appropriately in a group

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE NO
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
GROSS MOTOR 1. Standing with aid a. increase time from ten seconds in two-second intervals	Teacher judgment	Have two persons hold child in standing position decreasing support (Nassau)	
2. Develop ability to walk with one hand support a. tap each foot each time it is to be used so it lifts off the ground b. increase walking time from five steps increasing in intervals of three	Teacher judgment	Have two persons walk with the child having one top the left leg until it independently moves. Then withdraw support and increase steps (Nassau)	
FINE MOTOR 1. Develop coordinated hand movement a. move each hand in different directions b. move both hands in unison	Teacher judgment	(Compet) Ed., Sr. Leonard	Reco reco

NRRC/P PRESCRIPTION PLANNING RECORD

NE UNIVERSITY
aineeship Program

3. PRESCRIPTION WRITER Sharyn Nassau CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment judgment	Have two persons hold child in standing position decreasing support (Nassau)	None	Any available staff	On level area
	Have two persons walk with the child having one top the left leg until it independently moves. Then withdraw support and increase steps (Nassau)	None	Any available staff	Any level area
judgment	(Compet) Ed., Sr. Leonard	Record player, rhythm records	Any staff	Quiet Room

NRRC/P PRESCRIPTION PLANNING RECOR

1. STUDENT CODE NO 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
FINE MOTOR (continued)		
2. Increase grasping ability for left hand	Teacher judgment	Compet
3. Eye/hand coordination with right hand	Teacher judgment	Compet - Place materials in front of "NO" and first show her the task and gradually withdraw aid
VISUAL MOTOR		
1. Increase attention span	Teacher judgment	Begin with a baseline of three minutes for any fine motor task and increase the time spent on the task in two-minute steps (Nassau)

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY
mer Traineeship Program 3. PRESCRIPTION WRITER Sharyn Nassau CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher judgment	Compet	Squeeze toys Sponges	Any available staff	Any location
Teacher judgment	Compet - Place materials in front of "NO" and first show her the task and gradually withdraw aid	DLM large peg board DLM pull-out puzzles	Any staff	Any location
Teacher judgment	Begin with a baseline of three minutes for any fine motor task and increase the time spent on the task in two-minute steps (Nassau)	Those appropriate to the task	Any staff	Any non-distract location

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NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE NO 2. LOCATION Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
AUDITORY MOTOR 1. Increase localization skills	Teacher judgment	Have four persons place the same instrument in different parts of the room. Then ring instruments and see if child can locate sound source without visual cues. Begin by identifying position and then withdrawing aid. (Nassau)	Bells
TACTILE KINESTHETIC 1. Develop awareness of differences of objects for safety reasons	Teacher judgment	Concentrate on differences such as sharp and dull and hot and cold for safety purposes. Solicit a positive response for safe objects & negative response for unsafe objects.	Knive soft

NRRC/P PRESCRIPTION PLANNING RECORD

NE UNIVERSITY
aineeship Program 3. PRESCRIPTION WRITER Sharyn Nassau CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	Have four persons place the same instrument in different parts of the room. Then ring instruments and see if child can locate sound source without visual cues. Begin by identifying position and then withdrawing aid. (Nassau)	Bells, tambourines	4 staff members	Quiet room
judgment	Concentrate on differences such as sharp and dull and hot and cold for safety purposes. Solicit a positive response for safe objects & negative response for unsafe objects.	Knives, nails, water, soft material, spoon	Any staff	Any location, preferably during meals for some training

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DUQUESNE UNIVERSITY

1. STUDENT CODE NO 2. LOCATION Summer Traineeship Program 3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
TACTILE KINESTHETIC (continued) I. Self Concept		
1. Increase body awareness	Teacher judgment	Work in front of a mirror and name all of the body parts pointing while you name. Gradually withdraw all visual aids until NO knows where all of her body parts are located
2. Communication a. Sound production	Teacher judgment	Encourage sound production by imitating phonemes already in the language that she is making and then begin to shape vocalization into other phonemes (Nassau)

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DUQUESNE UNIVERSITY
mer Traineeship Program

3. PRESCRIPTION WRITER Sharyn Nassau

CODE ________

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment	Work in front of a mirror and name all of the body parts pointing while you name. Gradually withdraw all visual aids until NO knows where all of her body parts are located	Mirror	Any Staff	Any location with table
eacher judgment	Encourage sound production by imitating phonemes already in the language that she is making and then begin to shape vocalization into other phonemes (Nassau)	None	Any Staff	Any locatiion

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE NO

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
b. Gestures	Teacher judgment	Develop a consistent reinforcement program where "NO" gestures for bathroom needs (Nassau)	Cerea
II. Social Maturity			
1. Develop independent feeding using a spoon a. hold spoon b. dip spoon into food c. bring spoon to mouth	Teacher judgment	Have "NO" hold the spoon with the feeder for one week during the entire meal. Have "NO" dip spoon into food every third bite until "NO" can get the food independently. Have "NO" bring food to mouth every third bite until independent eating is achieved.	Table

NRRC/P PRESCRIPTION PLANNING RECORD

NE UNIVERSITY
aineeship Program 3. PRESCRIPTION WRITER Sharyn Nassau CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	Develop a consistent reinforcement program where "NO" gestures for bathroom needs (Nassau)	Cereal	Any staff	Any inside location close to bathroom
judgment	Have "NO" hold the spoon with the feeder for one week during the entire meal. Have "NO" dip spoon into food every third bite until "NO" can get the food independently. Have "NO" bring food to mouth every third bite until independent eating is achieved.	Table.spoon, food	Any staff	Dining Room

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NRRC/P PRESCRIPTION PLANNING RECOR

1. STUDENT CODE NO 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
II. Social Maturity (continued) 2. Social interaction a. Sharing	Teacher judgment	Develop sharing by first letting "NO" use the object, then take it and give it to another child for five minutes, not permitting "NO" to grab it away. Then return the object to "NO" gradually letting "NO" relinquish the object by verbal command and waiting for its return

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY
ner Traineeship Program

3. PRESCRIPTION WRITER Sharyn Nassau

CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment	Develop sharing by first letting "NO" use the object, then take it and give it to another child for five minutes, not permitting "NO" to grab it away. Then return the object to "NO" gradually letting "NO" relinquish the object by verbal command and waiting for its return	Any object - toy	Any Staff	Any location

NRRC/P FORM XIV 7-73

CASE OF BD

I. IDENTIFICATION

C.A. 9-2

Sex: Male

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

No medication
Microcephalic
Cerebral Palsy
Cry of the Cat Syndrome

Motor Development

Gross Motor
Non ambulatory (uses walker)
Stands alone
Can jump (on trampoline)

Fine Motor
Grasps objects

Communication
None

Motor Development (May 1973)

Gross Motor
Walks with aid--takes few steps, then falls
Walks independently holding walls
Roll's in Blanket
Rocks in rocking chair

Fine Motor
Uses right hand to grasp

Social Development

Self Care
Feeds self baby and junior foods
Drinks from suction cup
Will not chew solid foods
Not toilet trained

Social Interaction
Plays alone

III. OTHER CONTACTS

Initial Contact

At 11 months of age, BD was referred by obstetrician to a Children's Hospital Orthopedic Clinic, who suggested referral to their Cerebral Palsy Clinic. BD was found to have a chromosome and gene deficiency with cerebral palsy. At that time, he did not sit, walk or talk.

Physical Development

No medication
Microcephalic
Cerebral Palsy
Cry of the Cat Syndrome

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Social Interaction
Plays alone

III. OTHER CONTACTS 286

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Twenty Months

Obstetrician's Evaluation
Abnormal development exhibited by:

CASE OF BD

III. OTHER CONTACTS (CONTINUED)

Twenty Months (Continued)

Head - 42 inches circumference
I.Q. - 25
Weight - 18 pounds
Height - 30 inches
No seizures
Severely mentally retarded
Cannot sit or talk

287

Twenty-Four Months

The following psychological evaluation was made by the Children's Hospital as part of preliminary application for a state school:

Description
Cat's Cry Syndrome
Turned over at 6 months
Sits unsupported
Creeps
Cannot stand alone
Drools
Slow responses
Limited arm movement

Cattell Infant Intelligence Scale
C.A. - 2 years
M.A. - 7.2 months
Passed all 6 month level items
Failed all 11 month level items

Vineland Social Maturity Scale
Mother was informant
C.A. - 2 years
Social Age - 8.5 months

Diagnosis
No indication will ever function above severely retarded level of intelligence

288

Two Years, Six Months

BD admitted to residential school with preliminary diagnosis of cerebral palsy, microcephaly, and cat cry syndrome

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

General Physical Condition - good
Not on medication
Cerebral palsy
Microcephalic
Club feet (has some correction)
Hearing - yes

287

Weight - 18 pounds
Height - 30 inches
No seizures
Severely mentally retarded
Cannot sit or talk

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Not on medication
Cerebral palsy
Microcephalic
Club feet (has some correction)
Hearing - yes
Vision - yes
Cry of cat syndrome

Motor Development

Gross Motor

Raises and moves head about in a coordinated manner
Rolls on flat surface
Sits without aid on floor, in vehicles, chairs, and benches at various heights

Motor Development (Continued

Gross Motor (Continued

Crawls
Stands with aid
Walks with aid
Jumps on both feet while held or aided
Can stand and sway or twist body while being held

Fine Motor

Can grasp with all fingers
Holds objects with either hand
Can squeeze objects very lightly
Favors use of right hand

Visual Motor

Follows moving objects with eyes
Follows light with eyes

Auditory Motor

Attends to loud noises
Can look for source of sound or voice
Listens to piano, records, or musical toys

Tactile/Kinesthetic

Explores surfaces tactually using hands

Intellectual Development

Self Concept

Has eye contact
Turns head infrequently toward person who calls his name

Communication

Shows affection with hug
Laughs and smiles to show joy or pleasure
Cries to show displeasure
Cat cry if extremely frustrated

Conceptual

None

Social Development

Self Care

Not toilet trained
Feeds self junior foods and soft foods with spoon
Drinks from suction cup independently
Drinks from cup if aide holds cup and controls it
Undresses self

Self Help and Independence

None

Social Interaction

Plays alone
Plays with adult or aide

Fine Motor

Can grasp with all fingers
Holds objects with either hand
Can squeeze objects very lightly
Favors use of right hand

Visual Motor

Follows moving objects with eyes
Follows light with eyes

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Drinks from cup if aide holds cup and controls it
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Self Help and Independence

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Social Interaction

Plays alone
Plays with adult or aide

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE BD 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. MA
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. 2. 3. 4.
1. MOTOR DEVELOPMENT 2. GROSS MOTOR 3. Demonstrate the Ability to Walk Independently While Pushing Large Object, or While Following it for Support	Teacher Judgment	Physical Therapy Services in the Developmental Disabilities. Paul H. Pearson & Carol Williams. Charles C.Thomas,Publisher (Ed. by Stippard) Pg. 387 a.Stand child supported with hands against large ball or wheel chair b. Move object forward so child must follow it to maintain support and balance. c. Later stand behind child and encourage and aid him in pushing ball or wheel chair around the room	Cage Wheel Walke w

NRRC/P PRESCRIPTION PLANNING RECORD

NE UNIVERSITY
aineeship Program 3. PRESCRIPTION WRITER Barbara Stiddard CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
r Judgment	Physical Therapy Services in the Developmental Disabilities. Paul H. Pearson & Carol Williams. Charles C.Thomas,Publisher (Ed. by Stippard) Pg. 387 a.Stand child supported with hands against large ball or wheel chair b. Move object forward so child must follow it to maintain support and balance. c. Later stand behind child and encourage and aid him in pushing ball or wheel chair around the room	Cage Ball Wheel Chair Walker or Stroller, weighted down	As indicated in Method	Large Room or Outdoors

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NRRC/P PRESCRIPTION PLANNING RECOR

DUQUESNE UNIVERSITY

1. STUDENT CODE BD   2. LOCATION Summer Traineeship Program   3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. MOTOR DEVELOPMENT (continued) 2. GROSS MOTOR (continued) 3. Increase Muscular Strength and Balance so May Eventually Walk Alone	Teacher Judgment	a. Walk child outdoors frequently holding him under arms while walking behind. b. Have child walk using railings c. Place child in standing position, and allow him to balance independently
1. MOTOR DEVELOPMENT (continued) 2. GROSS MOTOR (continued) 3. Increase Ability to Keep Head Erect	Teacher Judgment	a. Often raise chin with hand whenever child bends forward b. Have child clap hands above eye-level while lifting head look at them c. Show moving toys o windmill above eye level so child must hold head erect to see them

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY
mmer Traineeship Program   3. PRESCRIPTION WRITER Barbara Stiddard   CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher Judgment	a. Walk child outdoors frequently holding him under arms while walking behind. b. Have child walk using railings c. Place child in standing position, and allow him to balance independently	Verbal encouragement by Aide	As indicated by Method	Large Classroom or Outdoors
Teacher Judgment	a. Often raise chin with hand whenever child bends forward b. Have child clap hands above eye-level while lifting head look at them c. Show moving toys or windmill above eye level so child must hold head erect to see them	Verbal encouragement	Teacher or Aide	Classroom

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NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE BD

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. MOTOR DEVELOPMENT (continued) 2. FINE MOTOR 3. Be Able to Demonstrate the Ability to Squeeze Objects in Hand (Compet 16.3.2)	Teacher Judgment	(Compet) (Ed., Stiddard) a.Have child squeeze water sponge with aid until he can do independently b.Squeeze water from cloth independently c.Squeeze rubber toys that make sounds (begin with softer toys and continue to ones more difficult to squeeze)(Sr.Leonard) (McGuire Mem.Home)	As in
1.. MOTOR DEVELOPMENT (continued) 2. FINE MOTOR (continued) 3. Strengthen Grasping Ability and Ability to Make a Fist	Teacher Judgment	a.Begin with clapping b. With teacher's aid, have child make fist with one hand c.Clap fist against opposite open hand d. Alternate hands	

NRRC/P PRESCRIPTION PLANNING RECORD

SNE UNIVERSITY
raineeship Program

3. PRESCRIPTION WRITER Barbara Stiddard

CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Judgment	(Compet) (Ed., Stiddard) a.Have child squeeze water sponge with aid until he can do independently b.Squeeze water from cloth independently c.Squeeze rubber toys that make sounds (begin with softer toys and continue to ones more difficult to squeeze)(Sr.Leonard)	As indicated in Method	Teacher or Aide	Seated indoors or outdoors where water play is permitted
Judgment	(McGuire Mem.Home) a.Begin with clapping b. With teacher's aid, have child make fist with one hand c.Clap fist against opposite open hand d. Alternate hands	None	Teacher or Aide	Seated or standing in any location

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1. STUDENT CODE BD 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. MOTOR DEVELOPMENT (continued) 2. FINE MOTOR " 3. Ability to use Fingers of Right Hand in Pincer Movement (ED.Compet 16.5.3)	Teacher Judgment	a. Using musical toy with dial, guide child's fingers to turn dial to produce music b. Encourage independent action
1. MOTOR DEVELOPMENT (continued) 2. TACTILE-KINESTHETIC 3. Demonstrates an Interest in Exploring Objects Tactually (Compet 22.1.0)	Teacher Judgment	Allow child to explore objects of varying textures or use a texture book
1. INTELLECTUAL 2. SELF CONCEPT 3. To Demonstrate Ability to Respond to Own Name when Spoken (Compet 24.1.0)	Teacher Judgment	Reward with food or candy when child turns and gives eye contact when his name is called

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mer Traineeship Program

3. PRESCRIPTION WRITER Barbara Stiddard

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher Judgment	a. Using musical toy with dial, guide child's fingers to turn dial to produce music b. Encourage independent action	Fischer-Price Musical Transistor Radio	Teacher or Aide	Classroom or Outdoors
Teacher Judgment	Allow child to explore objects of varying textures or use a texture book	As indicated by Method	Teacher or Aide	Classroom
Teacher Judgment	Reward with food or candy when child turns and gives eye contact when his name is called	As indicated by Method	Teacher or Aide	Classroom or Outdoors

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. SOCIAL 2. SELF-CARE 3. To Demonstrate the Ability to Drink Liquid from a Cup when Cup is Held by an Adult (Compet 34.3.1)	Teacher Judgment	Physical Services in the Developmental Disabilities Paul H. Pearson & Carol Ethun Williams Chas.C.Thomas, Pub. 1972 PP 300-301 (Ed. (Stiddard) a. Bring cup to mouth and place rim on lower lip (not between teeth) b. Allow small amounts to pass into mouth at regular intervals c. Control lower lip by placing index finger of free hand under child's lip	As in

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3. PRESCRIPTION WRITER Barbara Stiddard CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Judgment	Physical Services in the Developmental Disabilities Paul H. Pearson & Carol Ethun Williams Chas.C.Thomas, Pub. 1972 PP 300-301 (Ed. (Stiddard) a. Bring cup to mouth and place rim on lower lip (not between teeth) b. Allow small amounts to pass into mouth at regular intervals c. Control lower lip by placing index finger of free hand under child's lip	As indicated by Method	Teacher or Aide	Classroom table or Dining room

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CASE OF BC

I. IDENTIFICATION

C.A. [illegible]-3

Sex: Male

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General physical condition - good
Not on medication
Cerebral Palsy
Spastic quadriplegia
Oxygen deprivation at birth causing severe brain damage
Uncoordinated movement
Hearing - good
Sight - good

Motor Development

Gross Motor
- Raises head
- Moves hands
- Sits aided

Fine Motor
- Extends fingers
- Grasps objects

Visual Motor
- Attends to visual stimuli

Auditory Motor
- Response with startle to loud noise
- Turns head or eyes to auditory stimuli

Tactile/Kinesthetic
- Touches objects
- Picks up objects
- Holds objects

Intellectual Development

Self Concept
- Has eye contact
- Smiles in response to another's smile

Communication
- Uses movement to denote needs
- Makes sounds to get attention

Conceptual
- Little if any response

Social Development

Self Care

Physical Development

General physical condition - good
Not on medication
Cerebral Palsy
Spastic quadriplegia
Oxygen deprivation at birth causing severe brain damage
Uncoordinated movement
Hearing - good
Sight - good

Motor Development

Gross Motor

Raises head
Moves hands
Sits aided

Fine Motor

Extends fingers
Grasps objects

Visual Motor

Attends to visual stimuli

Auditory Motor

Response with startle to loud noise
Turns head or eyes to auditory stimuli

Tactile/Kinesthetic

Touches objects
Picks up objects
Holds objects

Intellectual Development

Self Concept

Has eye contact
Smiles in response to another's smile

Communication

Uses movement to denote needs
Makes sounds to get attention

Conceptual

Little if any response

Social Development

Self Care

None

Self Help and Independence

None

Social Interaction

Isolates self with no activity
Plays alone

CASE OF BC

III. OTHER CONTACTS

Pediatrician
Psychological testing
Family and Children's Service
Private home for retarded children
Intermediate Unit Staff

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

General physical development - good
Not on medication
Cerebral palsy
Spastic quadriplegia
Oxygen deprivation at birth causing severe brain damage
Uncoordinated movement
Hearing - good
Sight - good

Motor Development

Gross Motor

Holds head erect when in walker on command for 2 seconds
Sits propped - head bobs
Rolls over completely on stimulation or command
Can position self to begin to crawl - knees and hands on floor
Does push up - rolls from back to front, pulls legs under body, positions hands at sides, raises body erect for 3 seconds
Sustains some weight while briefly standing in walker

Fine Motor

Moves both hands
Keeps hands half fisted
Holds objects
Moves hand to touch or grasp object
Reaches out to anyone while in walker
Moves self to reach object while in walker and on mat
Spontaneously scribbles (Magic Marker)

Visual Motor

Attends to loud noise
Regards person speaking
Looks for source of sound - near, behind
Listens to television, records
Detects sounds from different areas of room
Responds to soft and loud voice
Picks up praise, scolding voice
Associates sound with activity
Dances to sound

Tactile/Kinesthetic

Demonstrates an interest in exploring objects tactually

Intellectual Development

Intermediate Unit Staff

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

General physical development - good
Not on medication
Cerebral palsy
Spastic quadriplegia
Oxygen deprivation at birth causing severe brain damage
Uncoordinated movement
Hearing - good
Sight - good

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- Detects sounds from different areas of room
- Responds to soft and loud voice
- Picks up praise, scolding voice
- Associates sound with activity
- Dances to sound

Tactile/Kinesthetic

- Demonstrates an interest in exploring objects tactually

Intellectual Development

Self Concept

- Responds to own name
- Identifies self by facial expression
- Can point to parts of body on command
- Shows affection by facial expression, touching, hugging
- Shows anger when doesn't get own way

Communication

- Has some receptive language skills
- Can follow brief commands - "Smile, if you are happy," "Do a push up"

Conceptual

Recognizes differences in toys, has fovorites (Jack-in-Box)

Social Development

Self Care

None

Self Help and Independence

None

Social Interaction

Is aware of other individuals
Seeks attention by making sounds or wriggling body
Plays with an adult
Plays beside another child
Follows simple directions
Plays alone

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1. STUDENT CODE BC
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. GROSS MOTOR 2. Demonstrates ability to crawl in a controlled manner (Compet) 3. a. Place child in position for crawling (Sr.Leonard) b. Train child to balance on three limbs (Sr.Leonard) c. Position daily for crawling, increasing time (Sr.Leonard) d. Using crawler, have child move to object (Sr.Leonard)	Teacher Observation Child can reach object using crawler	Position child - knees and hands on floor Using toy, have child reach, using one hand, then other Lift knees one at a time Position daily allowing child to do tasks as he is able Place in crawler and move to toy	Mat Color toy o Crawl

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NE UNIVERSITY
aineeship Program 3. PRESCRIPTION WRITER Judith Stewart CODE ________

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Observation an reach object rawler	Position child - knees and hands on floor Using toy, have child reach, using one hand, then other Lift knees one at a time Position daily allowing child to do tasks as he is able Place in crawler and move to toy	Mat Colorful or favorite toy of child Crawler	Teacher Teacher's Aide Nurses's Aide	P.T. Room Large classroom

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. FINE MOTOR (Compet) 2. Demonstrates Ability to Grasp and Grab 3. a. Reaches for rhythm band instrument. (Stewart) b. Holds instrument - Palmer grasp (Stewart) c. Releases instrument on command (Stewart) d. Shakes instrument while holding (Stewart)	Teacher observation Child can hold or release object on command	Music Class - Place instrument in hand and hold until child grasps Increase holding time until child can hold, then release on command Holding child's hand with instrument, shake with music

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mer Traineeship Program

3. PRESCRIPTION WRITER Judith Stewart

CODE ________

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher observation Child can hold or release object on command	Music Class - Place instrument in hand and hold until child grasps Increase holding time until child can hold, then release on command Holding child's hand with instrument, shake with music	Rhythm band instruments Piano Records	Music Teacher Aide	Large Classroom

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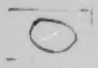
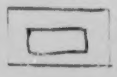
1. STUDENT CODE BC   2. LOCATION Summer Traineeship Program   3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. N
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. FINE MOTOR (continued) 2. Demonstrates Ability to use Eye/Hand Coordination (Compet) 3. a. Spontaneously scribbles (Sr.Leonard) b. Scribbles in a specified area (Stewart) c. Imitates vertical lines (Sr. Leonard)	Teacher Observation	Using magic marker or big crayons, allow child to scribble on large sheet of paper Enclose an area on paper  or  and guide child to mark only in that area Have child imitate making only one vertical line at a time on paper	Magi Cray Larg

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aineeship Program 3. PRESCRIPTION WRITER Judith Stewart CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Observation	Using magic marker or big crayons, allow child to scribble on large sheet of paper Enclose an area on paper or and guide child to mark only in that area Have child imitate making only one vertical line at a time on paper	Magic Marker Crayons Large sheets of Paper	Teacher Teacher's Aide	Large Classroom

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. VISUAL MOTOR 2. Demonstrates ability to fix eyes on object (Compet)	Teacher Observation	Using favorite toy, move toy in all directions near child
3. a. Visually pursues in any direction (Sr.Leonard)		Using toy, position from 2 feet away
b. Sights familiar toys, persons		Position from 5 feet away Using favorite toy, play with - then put away and have child find

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er Traineeship Program 3. PRESCRIPTION WRITER Judith Stewart CODE ______

. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher Observation	Using favorite toy, move toy in all directions near child Using toy, position from 2 feet away Position from 5 feet away Using favorite toy, play with - then put away and have child find	Favorite toy of child	Teacher Teacher Aide	

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1. STUDENT CODE BC 2. LOCATION Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. MA
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. 2. 3. 4.
1. SELF CONCEPT 2. Demonstrates ability to identify self in mirror (Compet) 3. a. Regards self in mirror (Stewart) b. Knows self alone (Stewart) c. Knows self with others (Stewart)	Teacher Observation	Place child in front of mirror so only he is visible Ask "where is Tommy?" then touch image Using other children repeat above	M

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ineeship Program

3. PRESCRIPTION WRITER Judith Stewart CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Observation	Place child in front of mirror so only he is visible Ask "where is Tommy?" then touch image Using other children repeat above	Mirror	Teacher Aide	

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. FEEDING/EATING/DRINKING 2. Demonstrates ability to finger feed self	Teacher Observation Child can successfully transfer finger food from bowl to mouth	Using various foods that child likes, guide his hand in picking up, then placing in mouth

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher Observation hild can successfully ransfer finger food rom bowl to mouth	Using various foods that child likes, guide his hand in picking up, then placing in mouth	Soft cookies, large pieces of cereal (Chex) Foods that will not crumble easily	Teacher Nurse's Aide	

NRRC/P FORM XIV 7-73

CASE OF V

I. IDENTIFICATION

C.A. 18

Sex: Female

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

V is an 18 year old, short statured, fairly well nourished, mentally retarded female with hydrocephalus, multiple congenital abnormalities and a major motor convulsive disorder

Vision right esotropia with the right globe more prominent than the left. Vision appears adequate and lenses have not been prescribed

V has a distorted nasal configuration, repaired hare-lip, cleft palate, high narrow palate, no uvula and no teeth

Hearing was determined normal

Ambulatory with impaired gait and posture, marked thoracic scoliosis, anterior prominence of sternum, bowing of left lower leg, right high hip and congenital abnormalities of the toes. V has webbing of the fourth and fifth fingers of the right hand and other finger abnormalities. Walked at nine years of age

Epileptic seizures, onset age 7, fairly well controlled with medication. Approximately one grand mal seizure a month around the time of her menstrual period

Medical History

Premature birth with breech presentation

V was in the hospital 28 days after birth

Between birth and the age of 9 a family physician treated her general illnesses but no specific care for her congenital abnormalities was given

At the age of 9 she had several hospitalizations for surgical repair of her hare-lip and cleft palate. Also had many surgical procedures on her legs and hip, enabling her to walk for the first time

All of her teeth were extracted because of previous poor dental hygiene Not practical to fit with dentures

Doctors stated both heredity and pre-natal influences contributed to her congenital abnormalities. Social and environmental conditions hindered proper post-natal care

In 1969 parents felt they could no longer properly care for her and appealed for help. V's multiple handicaps and family circumstances made institutionalization necessary

Reports of Psychological Testing

Physical Development

V is an 18 year old, short statured, fairly well nourished, mentally retarded female with hydrocephalus, multiple congenital abnormalities and a major motor convulsive disorder

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Reports of Psychological Testing

Stanford Binet

C.A.	8-7
M.A.	3-8
I.Q.	35

Goodenough

M.A.	3-0
S.A.	1-10

CASE OF V

Reports of Psychological Testing (Continued)

Vineland Social Maturity Scale

C.A.	15-0
S.A.	3-8
I.Q.	24

Stanford Binet

C.A.	16-0
M.A.	3-11
I.Q.	24

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Goodenough

C.A.	16-0
I.Q.	27

Vineland Social Maturity Scale

C.A.	16-0
S.A.	3-5
I.Q.	20

Doctors felt that the drop in I.Q. was due to the failure to develop language skills and not having opportunity to be properly stimulated

III. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Motor Development

The following results were from the teacher's work, notes, observation and testing from COMPET

Gross Motor
Walks independently with and without corrective shoes. Footing and balance much better with shoes
Walks stairs with a rail on one side
Can run but slowly and in an uncoordinated manner
Can throw and catch with two hands
Jumps with both feet
Demonstrates the ability to move the body in a coordinated manner
Dances socially

Fine Motor
Demonstrates use of hands in a coordinated manner
Demonstrates the ability to perform a pincer grasp
Demonstrates eye-hand coordination while using grasp movements
Uses crayons, paste, paints and can button and tie. Poor with scissors dur to hand deformity. Can string small beads and color in lines

321 Visual Motor
Demonstrates ability to fixate eyes on objects, identifies familiar objects by sight
Demonstrates ability to make visual discrimination. Matches objects, colors, sizes and shapes
Demonstrates visual motor coordination. Performs tasks using fine eye-hand coordination movements

Stanford Binet

320

C.A.	16-0
M.A.	3-11
I.Q.	24

Goodenough

C.A.	16-0
I.Q.	27

Vineland Social Maturity Scale

C.A.	16-0
S.A.	3-5
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Demonstrates ability to make visual discrimination. Matches objects, colors, sizes and shapes
Demonstrates visual motor coordination. Performs tasks using fine eye-hand coordination movements

Auditory Motor

Formal testing shows receptive language four years, expressive two years and phonetic one and one-half years
Demonstrates ability to differentiate between sounds of animals
Demonstrates ability to identify categories of sound. Listens to tapes of common sounds - responds with smile or yes. Can point to a picture of a dog when she hears a dog bark on tape

Motor Development (Continued)

Auditory Motor (Continued)

Demonstrates ability to repeat simple words, "me," "walk," "pop," "mine." Can put two words together, "Me walk"

Tactile/Kinesthetic

Demonstrates an interest in exploring objects tactually

Intellectual Development

Self Concept

Demonstrates the ability to respond to own name

Demonstrates the ability to know and touch parts of body

Demonstrates the ability to identify self when name is called

Demonstrates the ability to identify self in photograph

Demonstrates the ability to identify family members in photograph

Demonstrates the ability to identify self as male or female

Demonstrates the ability to recognize recorded voice, was thrilled when she heard the few words she said played back on tape

Demonstrates the ability to show affection

Communication

Possesses receptive language skills adequate for basic environmental interaction

Possesses expressive language skills adequate for basic environmental interaction. Uses gestures in conjunction with verbalization to make wishes known

Conceptual

Demonstrates ability to recognize differences in sizes and shapes. Can match color with correct color but does not know the color

Demonstrates ability to recognize similarities in size and shape

Demonstrates ability to recognize commonalities

Differentiates between one and many

Recognizes numerals up to nine. Sometimes will err on three and five

Social Development

Self Care

Is toilet trained

Feeds self and also helps feed others

Demonstrates appropriate manner and social graces at mealtime

Can bath self, but is slow

Demonstrates ability to brush and comb hair - is slow

Recognizes start of menstrual period

Demonstrates ability to rinse mouth and use proper oral hygiene

Demonstrates socially appropriate nasal hygiene

Displays an awareness of the concept of danger

Observes basic safety precautions as a pedestrian - will pull to the side if she sees a bus or car coming

Self Help and Independence

Demonstrates ability to dress and undress self

Demonstrates ability to accept a task and follow it through to completion - sat and worked at peg board for 30 minutes

Demonstrates ability to be mobile

Demonstrates ability to make decisions and choices - will choose between games and projects offered

Intellectual Development

Self Concept

Demonstrates the ability to respond to own name
Demonstrates the ability to know and touch parts of body
Demonstrates the ability to identify self when name is called
Demonstrates the ability to identify self in photograph
Demonstrates the ability to identify family members in photograph
Demonstrates the ability to identify self as male or female
Demonstrates the ability to recognize recorded voice, was thrilled when she heard the few words she said played back on tape
Demonstrates the ability to show affection

Communication

Possesses receptive language skills adequate for basic environmental interaction
Possesses expressive language skills adequate for basic environmental interaction. Uses gestures in conjunction with verbalization to make wishes known

Conceptual

Demonstrates ability to recognize differences in sizes and shapes. Can match color with correct color but does not know the color
Demonstrates ability to recognize similarities in size and shape
Demonstrates ability to recognize commonalities
Differentiates between one and many
Recognizes numerals up to nine. Sometimes will err on three and five

Social Development

Self Care

Is toilet trained
Feeds self and also helps feed others
Demonstrates appropriate manner and social graces at mealtime
Can bath self, but is slow
Demonstrates ability to brush and comb hair - is slow
Recognizes start of menstrual period
Demonstrates ability to rinse mouth and use proper oral hygiene
Demonstrates socially appropriate nasal hygiene
Displays an awareness of the concept of danger
Observes basic safety precautions as a pedestrian - will pull to the side if she sees a bus or car coming

Self Help and Independence

Demonstrates ability to dress and undress self
Demonstrates ability to accept a task and follow it through to completion - sat and worked at peg board for 30 minutes
Demonstrates ability to be mobile
Demonstrates ability to make decisions and choices - will choose between games and projects offered
Demonstrates ability to participate in recreation and makes appropriate use of leisure time--attends social dances, swimming and other planned affairs

Social Interaction

Demonstrates an awareness of other individuals
Demonstrates the ability to seek attention

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Social Development (Continued)

Social Interaction (Continued)

Demonstrates the ability to behave within defined limits
Demonstrates the ability to follow directions
Demonstrates the ability to exhibit appropriate social behavior

Pre Vocational

Demonstrates ability to fold
Demonstrates ability to sort items by color, size and shape
Demonstrates ability to match items by color, size and shape

Vocational

Demonstrates skills related to food service. Sets tables
Demonstrates skills related to working--sweeps with broom, dusts furniture and folds laundry
Feeds children

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SUBJECT AREA - GROSS MOTOR (Compet 14.0) 2. GENERAL OBJECTIVES - To establish, refine, and maintain skills pertaining to the meaningful use of the head, torso, and extremeties. 3. SPECIFIC OBJECTIVES a. Demonstrate the ability to maintain balance (Compet 14.7.0 thru 14.7.9)	Teacher judgment 1. Teacher's observations. 2. Comparisons of development 3. Tabulations of skills gained. 4. Appears more confident.	1.Use praise lavishly. 2. Walk child on variety of surfaces 3. Let child use steps and curbs 4. Walk curbs, lines 5. Use vestibular board 6. Play hop scotch or jump rope	Ves (Ja Use cur gra bal pla
b. Demonstrate the ability to run (Compet 14.8.0 thru 14.8.4)	1. When child can run in a coordinated manner, teacher's observation 2. Comparison of development 3. Tabulation of skills gained	Let child run in place in a group, through obstacles, in relay races on a measured field. Use music for stimulation.	Kim rec a f obs mar aro

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment ner's observa- arisons of nent lations of skills ars more con-	1.Use praise lavishly. 2. Walk child on variety of surfaces 3. Let child use steps and curbs 4. Walk curbs, lines 5. Use vestibular board 6. Play hop scotch or jump rope	Vestibular board (Jap 67.10) Use steps, ladders, curbs. Walk on grass, gravel, pavement,sand, balance beam, large plank of wood	Teacher, Aide Volunteer Physical Therapist Occupational Therapist Parents	Ward Indoors Outdoors Play Area Gymnasium Home
child can run ordinated teacher's ob- on arison of nent lation of skills	Let child run in place in a group, through obstacles, in relay races on a measured field. Use music for stimulation.	Kimbo sing and do records a field obstacles - poles markers, arches around chairs and trees	Same	Same

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR (continued) c. Demonstrates the ability to jump (Compet 14.10.0 thru 14.10.5)	1. Teacher judgment as to when she feels more confident 2. Teacher observation 3. Comparison of child's development 4. Tabulations of skills gained	1. Use different animal jumps;snake , kangaroo, rabbit 2. Jump in and out of tires, hoola hoops 3. Use a trampoline 4. Jump through a variety of obstacle in a sequential manner. 5. Praise & Reward
d. Demonstrates the ability to skip (Compet 14.12.0 thru 14.12.5)	Same as above	1. Use records 2. Play skipping games 3. Have children skip through obstacles such as tires, water, sand, grass, etc. 4. Reinforce frequently with verbal praise and affectio

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
1. Teacher judgment as to when she feels more confident 2. Teacher observation 3. Comparison of child's development 4. Tabulations of skills gained	1. Use different animal jumps; snake, kangaroo, rabbit 2. Jump in and out of tires, hoola hoops 3. Use a trampoline 4. Jump through a variety of obstacles in a sequential manner. 5. Praise & Reward	Kimbo sing and do records Tires Hoola hoops Trampoline	Same	Same
Same as above	1. Use records 2. Play skipping games 3. Have children skip through obstacles such as tires, water, sand, grass, etc. 4. Reinforce frequently with verbal praise and affection	Kimbo sing and do records Records Tires Water Sand Water	Same	Same

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SUBJECT AREA - FINE MOTOR DEVELOPMENT (Compet 16.0) 2. GENERAL OBJECTIVES a. To establish and expand the capability of the hands and fingers in accomplishing functional tasks b. To establish and expand eye/hand coordination in relationship to activities of daily living 3. SPECIFIC OBJECTIVES: a. Demonstrates eye/hand coordination while using grasp movements (Compet 16.6.0 thru 16.69)	1.Teacher judgment as to when she appears more confident 2. Teacher's observation 3. Teacher's comparison of child's development. 4. Tabulation of skills gained	1. Praise and give affection 2. Child copies square, triangle, circle. 3. Color in lines 4. String beads 5. String beads in a pattern 6. Use paste to make mosaic of torn paper 7. Let child paint paper objects in bright colors 8. Open & close scissors 9. Cut on a thick line on paper 10.Cut out pictures for a mural 11. Cut out shapes and designs 12. Cut up and make a puzzle	Cr La Pa Pa Pl po pa co Sc Pa Ma Ol

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
her judgment as n she appears onfident cher's observa- cher's compari- child's develop- ulation of gained	1. Praise and give affection 2. Child copies square, triangle, circle. 3. Color in lines 4. String beads 5. String beads in a pattern 6. Use paste to make mosaic of torn paper 7. Let child paint paper objects in bright colors 8. Open & close scissors 9. Cut on a thick line on paper 10. Cut out pictures for a mural 11. Cut out shapes and designs 12. Cut up and make a puzzle	Crayons, paper Laces, strung beads Paste, paper Paint, brush, paper Plastic jars (nail polish makes a nice paint in a small container) Scissors Paper Magazines Old cards	Teacher Aide Volunteer Physical Therapist Occupational Therapist Parents	Ward Home Indoors Outdoors Play Area School Room

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. SUBJECT AREA - TACTILE-KINESTHETIC (Compet 22.0) 2. GENERAL OBJECTIVE - To establish and refine the sense of touch necessary for routine of daily living as well as per vocational 3. SPECIFIC OBJECTIVE - Demonstrate the ability to match objects using kinesthetic cues (Compet 22.3.0 thru 22.3.6)	1. When the child matches the objects 90% of the time, the teacher observes and judges that child understands; wet-dry; hot-cold, etc. 2. Tabulation of skills gained	1. Provide child with a variety of touch sensations - have him smooth, pinch, suck, lick, clap, bang or pull apart. 2. Let child explore several objects, then place in a bag and ask child to hand you one. 3. Use constant praise and make child aware of possible danger of hot, sharp, etc. 4. Matches like objects that are sticky 5. Matches like objects that are hot and cold.

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
When the child tches the objects 90% the time, the teacher serves and judges at child understands; t-dry; hot-cold, etc. Tabulation of ills gained	1. Provide child with a variety of touch sensations - have him smooth, pinch, suck, lick, clap, bang or pull apart. 2. Let child explore several objects, then place in a bag and ask child to hand you one. 3. Use constant praise and make child aware of possible danger of hot, sharp, etc. 4. Matches like objects that are sticky 5. Matches like objects that are hot and cold.	Sponge, clothing, fur Wood, both wet & dry Ice, hot water bottle Popsicles, ice cream, pudding Jelly, peanut butter Paste, gum, taffy Rocks, wood metal Fur, foam rubber, fabric Sandpaper, emory boards Silk, velvet, blasses Scissors, needles, pencil, ruler, saw, nails	Teacher Aide Volunteer Physical Therapist Occupational Therapist Parents	Ward Home School Room Occupational Therapy area Kitchen

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
TACTILE-KINESTHETIC (continued)		6. Matches like objects that are hard and soft 7. Matches like objects that are wet and dry 8. Matches like objects that are rough and smooth 9. Matches like objects that are sharp and dull	
1. SUBJECT AREA - COMMUNICATIONS (Compet 26.0) 2. GENERAL OBJECTIVES a. To provide basic receptive and expressive language b. Like to have a Speech Therapist skilled in the area of "Cleft Palate Speech Problems" evaluate child and guide others to stimulate speech (Kowalsky)	1. Speech Therapist, and/or teacher observation and comparison of development. 2. Tabulation of skills gained. 3. Judgement as to whether she starts verbalization on own. 4. Encourage all help to expect verbalization	1.Use verbal praise frequently. 2.Use patience;wait for a verbal response 3.Reward lavishly 4.In consultation with skilled personnel in speech therapy and behavior modification, make a bite of food, a	Fo Dr To Ga Gr c m

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	6. Matches like objects that are hard and soft 7. Matches like objects that are wet and dry 8. Matches like objects that are rough and smooth 9. Matches like objects that are sharp and dull			
eech Therapist, r teacher obser- n and comparison velopment. bulation of skills d. dgement as to er she starts lization on own. courage all help pect verbalization	1.Use verbal praise frequently. 2.Use patience;wait for a verbal response 3.Reward lavishly 4.In consultation with skilled personnel in speech therapy and behavior modification, make a bite of food, a	Food Drink Toys Games Grooming Aids comb, perfume, mirror, etc.	Speech Therapist Teacher Aide Volunteer Parents	Ward Home Formal speech area Indoors Outdoors Play areas Special corner or place set up just to work on speech stimulation and verbalization

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
COMMUNICATIONS - (Continued) 3. SPECIFIC OBJECTIVES a. Possesses expressive language skills adequate for basic environmental instruction (Compet 26.20 thru 26.2.8) b. Speech Communication and Speech Stimulation. 1. Set up environment where she must talk 2. Start with semi-vowels & vowel sounds (appear to be easiest sounds for her) Nasal sounds are also easier for her to express. 3. P,B,J,D,K - these sounds are more difficult because they need inner oral pressure to explode sound thru lips 4. Have a speech therapist or other qualified person to make a list of words that are the easiest for a cleft palate or "V" to say. Start with this list and add as the child progresses. Use not only the word but a picture and the object to help her build a functional vocabulary.	1. Speech therapist or teacher observation & tabulation of words she can say. 2. She can say clearly and perfectly: me, home, pop, walk, go, yea, man, my. 3. She can put two words together: me go, buy pop.	a drink, a game, a task, contingent upon increasingly accurate verbalization of the appropriate word. 1. Encourage to vocalize and verbalize. 2. Hold object up; state what it is & wait for response; reward. 3. Encourage use of syllables and combination of syllables 4. Repeat all words as you look at her and wait for her to repeat them: pop - eat, 1-2, colors-red-blue

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Speech therapist or eacher observation & abulation of words he can say. , She can say clearly nd perfectly: me, ome, pop, walk, go, ea, man, my. .She can put two words ogether: me go, buy op.	a drink, a game, a task, contingent upon increasingly accurate verbalization of the appropriate word. 1. Encourage to vocalize and verbalize. 2. Hold object up; state what it is & wait for response; reward. 3. Encourage use of syllables and combination of syllables 4. Repeat all words as you look at her and wait for her to repeat them: pop - eat, 1-2, colors-red-blue	Books - any items in specific area: dish, knife, fork, cup etc.	Speech Therapist Teacher Parent Aide Volunteer	Same

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1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
COMMUNICATIONS - (continued)		5. Use picture item, and word when possible (green comb) - picture and comb both green 6. Ask questions that encourage a response. 7. Use a tape recorder for reinforcement. 8. Tape sounds, say word and get her to repeat (dog barking, water running, T.V., man, baby crying, etc. 9. Praise and reward	Tap Tap Tap Boo Wes Pre Eng

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	5. Use picture item, and word when possible (green comb) - picture and comb both green 6. Ask questions that encourage a response. 7. Use a tape recorder for reinforcement. 8. Tape sounds, say word and get her to repeat (dog barking, water running, T.V., man, baby crying, etc. 9. Praise and reward	Tape recorder Tape of environmental sounds Tape of her responses Book: "Cleft Plate" by Westlake/Rutherford Prentice-Hall, Inc. Englewood Cliffs, N.J.	Same	Same

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. SUBJECT AREA - SELF-HELP & INDEPENDENCE Western State Teacher Aide Handbook 2. GENERAL OBJECTIVES a. To develop graphic mobility necessary to move about the institution independently b. To develop good work habits c. To refine specific manipulative skills pertaining to tasks for pre-vocational skills 3. SPECIFIC OBJECTIVES a. Graphic Mobility 1. The child knows his way around the unit 2. The child knows his way around the lodge 3. The child knows his way around the institution 4. Demonstrate the ability to be mobile (Compet 46.12.0) b. Good Work Habits 1. Help with tasks when assisted 2. Follow directions 3. Completes clean up in work/play area	Teacher judgment and observation as to when child knows all areas and can guide you. Tabulation of skills gained "	1. Reinforce & praise lavishly. Reward frequently. 2. Escort the child to the playroom, bedroom, bathroom, office, shower, etc. repeatedly until he can guide you. 3. Escort child to lobby, dining room, nursery and other units until he can guide you. 1. Escort child around institution adding different buildings, lodge, clinic etc., until he knows all areas and can lead you. 2. Let him go alone

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
acher judgment and servation as to when ild knows all areas d can guide you.	1. Reinforce & praise lavishly. Reward frequently. 2. Escort the child to the playroom, bedroom, bathroom, office, shower, etc., repeatedly until he can guide you.		Teacher Aide Volunteer	Lodge Unit Institution
bulation of skills ined	3. Escort child to lobby, dining room, nursery and other units until he can guide you.		"	"
"	1. Escort child around institution adding different buildings, lodge, clinic etc., until he knows all areas and can lead you. 2. Let him go alone			

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
SPECIFIC OBJECTIVES- (Continued) 4. Completes task unassisted 5. Demonstrates the ability to follow a task through to completion (Compet 64.11.0 - 64.11.3)	1. Teacher judgment and observations. 2. Tabulation of skills and comparison of development when child performs task with confidence	but observing to make sure he does not err. 1. Practice 2. Safety precautions 1.Reward and praise child as he helps you put away toys 2. Have the child assist in making beds until he can do them alone 3.Reward frequently 1.Start with simple directions "Come here and sit down" until he follows all directions.	

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS O EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment bservations. bulation of skills omparison of opment when child rms task with dence	but observing to make sure he does not err.		Teacher Aide Volunteer	Lodge Unit Institution
	1. Practice 2. Safety precautions			
	1. Reward and praise child as he helps you put away toys 2. Have the child assist in making beds until he can do them alone 3. Reward frequently			
	1. Start with simple directions "Come here and sit down" until he follows all directions.		"	"

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
SPECIFIC OBJECTIVES - (Continued)	Teacher judgment and observations. Tabulation of skills and comparison of development when child performs task with confidence Completes all tasks assigned Accepts responsibility	1.Reward frequently 2.Use simple directions and help to clean up until child can do it on his own 1. Reward frequently 2. Tell him to do a familiar task. Reward when completed 1. Assign task for clean-up area. 2. Give child opportunity to choose tasks - set table make jello complete puzzle 3. Reward frequently

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment and bservations.	1.Reward frequently 2.Use simple directions and help to clean up until child can do it on his own		Teacher Aide Volunteer Parents	Lodge Unit Institution
abulation of skills nd comparison of evelopment when child erforms task with onfidence	1. Reward frequently 2. Tell him to do a familiar task. Reward when completed	Dishes & silver Ingredients for jello Puzzles		Play area Unit Dining room Home Play/work area
ompletes all tasks ssigned ccepts responsibility	1. Assign task for clean-up area. 2. Give child opportunity to choose tasks - set table make jello complete puzzle 3. Reward frequently			

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SUBJECT AREA - PRE-VOCATIONAL (Compet 50.0) Western State Teacher Aide Bock 2. GENERAL OBJECTIVES a. To refine specific manipulative skills pertaining to repetitive tasks b. To develop appropriate attitudes to work and its rewards 3. SPECIFIC OBJECTIVES a. Demonstrates the ability to fold. (Compet 50.1.0 to 50.1.4) b. Demonstrates the ability to sort items (Compet 50.2.0 to 50.2.4) c. Demonstrate the ability ot match items (Compet 50.3.0 to 50.3.4) d. Strip and make bed Western State Teacher Aide Handbook	Teacher judgment and observation when child can do correctly and unassisted Tabulation of skills gained. "	1. Sit beside & teach child to fold in hal 2. Let her do it with you, then alone 3. Teach her to fold in thirds, horizontally, diagonally 4. Praise and reward frequently 1. Sit up & teach child to sort socks, crayons, etc., first by color then by size, shape & design 2. Praise and reward frequently. 1. Reward and praise 2. Match items that are alike, different, pairs, things that fit together	Di was Soc lar For Cup for cre She

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UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment and ion when child orrectly and ed on of skills	1.Sit beside & teach child to fold in half 2.Let her do it with you, then alone 3.Teach her to fold in thirds,horizontally, diagonally 4.Praise and reward frequently	Diaper, towel, paper washcloth	Teacher Aide Volunteer Parent	Ward Home Unit Laundry Work/play area
"	1.Sit up & teach child to sort socks, crayons, etc.,first by color then by size,shape & design 2.Praise and reward frequently.	Socks, colored crayons large and small socks and crayons For shape, use bars, blocks, sticks, etc.	"	"
	1.Reward and praise 2.Match items that are alike,different, pairs,things that fit together	Cups, saucers, knives, forks, spoons, sugar, creamer, nuts & bolts		Kitchen, unit, home, work/play area
		Sheets - bed	"	Home, Unit, Bed room

NRRC/P PRESCRIPTION PLANNING RECOR

1. STUDENT CODE V
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
SPECIFIC OBJECTIVES - (Continued)	Tabulation of skills gained	1. Reward and prais 2. Have child fold top sheet down 'til small, then in half and remove. Repeat for bottom. Place in laundry. Reverse to make bed. 3. Reward and prais

NRRC/P PRESCRIPTION PLANNING RECORD

ESNE UNIVERSITY
Traineeship Program

3. PRESCRIPTION WRITER Dorothy Kowalsky CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
lation of skills ed	1. Reward and praise 2. Have child fold top sheet down 'til small, then in half and remove. Repeat for bottom. Place in laundry. Reverse to make bed. 3. Reward and praise	Sheets - Bed	Teacher Aide Volunteer Parent	Home Unit Bed Room

NRRC/P FORM XIV 7-73

CASE OF C

I. IDENTIFICATION

C.A. 14 years

Sex: Female

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

Secondary microcephaly
Known major motor seizure pattern
Spastic quadriplegia, mild
Mouth breathing with drooling
Poor oral and dental hygiene
Adequately developed and nourished
Medication - phenobarbital, mellaril concentrate

Motor Development

Gross Motor
Ambulatory

Fine Motor
Uses hands for rudimentary tasks

Visual Motor
Has sight ability for basic daily experiences

Auditory Motor
Has hearing ability for basic daily experiences

Tactile/Kinesthetic
No evaluation made or commented on

Intellectual Development

Self Concept
Alert, but little evidence of being aware of events, objects and significance of persons. Appears to be preoccupied

Communication
No verbalization
Smiles frequently
Overall communication skills between 5-10 months level

Conceptual
No evaluation or comment made

Testing
Cattell Infant Intelligence Scale
  I.Q. 13
  M.A. 8-6 (months)
  C.A. 5-5
Vineland Social Maturity Scale
  S.A. 2-3
  S.Q. 20
  C.A. 11-5

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

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Known major motor seizure pattern
Spastic quadriplegia, mild
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Visual Motor

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Intellectual Development

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Testing

Cattell Infant Intelligence Scale

I.Q.	13
M.A.	8-6 (months)
C.A.	5-5

Vineland Social Maturity Scale

S.A.	2-3
S.Q.	20
C.A.	11-5

Mental retardation - severe

Social Development

Self Care

Feeds self with help
Requires supervision in going places in lodge
Drools (wears bib)

Self Help and Independence

No evaluation or comment made

Social Interaction

Likes music

III. OTHER CONTACTS

At birth in a foundling home, C was to be given up for adoption. When evidence determined her to be mentally retarded, hopes for adoption were discarded

C was placed in a foster home. From there she was placed in one residential institution, then transferred to another where she is now living

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

General physical condition - good
Is on medication
Gross physical impairments:
  Drools constantly
  Is a mouth breather
  Has difficulty in chewing and swallowing
  Does not use right arm and hand
Hearing - good
Vision - good

Motor Development

Gross Motor

With exception of right arm and hand, moves all body parts and limbs
Sits independently
Walks and runs without assistance

Fine Motor

Extends fingers of left hand
Grasps with left hand, using palm and three fingers

Visual Motor

Attends to visual stimuli
Eyes follow moving objects
Circularly tracks using both eyes

Auditory Motor

Responds with startle to loud noise
Turns head or eyes to auditory stimuli
Identifies high/low sounds

Tactile/Kinesthetic

Touches, picks up, holds objects with left hand
Touches and pushes with both feet

Intellectual Development

III. OTHER CONTACTS

At birth in a foundling home, C was to be given up for adoption. When evidence determined her to be mentally retarded, hopes for adoption were discarded

C was placed in a foster home. From there she was placed in one residential institution, then transferred to another where she is now living

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

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  Is a mouth breather
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Visual Motor

Attends to visual stimuli
Eyes follow moving objects
Circularly tracks using both eyes

Auditory Motor

Responds with startle to loud noise
Turns head or eyes to auditory stimuli
Identifies high/low sounds

Tactile/Kinesthetic

Touches, picks up, holds objects with left hand
Touches and pushes with both feet

Intellectual Development

Self Concept

Has eye contact
Smiles in response to another person's smile
Recognizes seeing self in mirror
Answers to own first name (non-verbal response)
Demonstrates sense of humor

CASE OF C

Intellectual Development (Continued)

Communication

Uses movements and gestures to denote needs
Makes sounds to get attention
Follows simple directions

Conceptual

Little, if any, response

Social Development

Self Care

Feeds self
Brushes hair

Self Help and Independence

None

Social Interaction

Plays alone
Plays with another person
Plays in a group
Follows simple directions

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE C
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Self Care 2. Toilet training 3. To be able to indicate the need to use the toilet	When given a physical signal, the student will indicate by gestures her desire to be taken to the bathroom. The student will be successful in indicating her desire eight out of ten times.	1. Chart child's toilet habits for a long enough period of time so that a pattern is seen. 2. From this pattern set up a time schedule. 3. According to time schedule take child to toilet area at proper time. Encourage and allow child to eliminate. 4. Between elimination times, keep child dry and clean so that child will become uncomfortable when soiled.	Bat

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY
neeship Program 3. PRESCRIPTION WRITER Dolores Callahan CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
en a physical the student will by gestures re to be taken athroom. ent will be ul in indicating re eight out of s.	1. Chart child's toilet habits for a long enough period of time so that a pattern is seen. 2. From this pattern set up a time schedule. 3. According to time schedule take child to toilet area at proper time. Encourage and allow child to eliminate. 4. Between elimination times, keep child dry and clean so that child will become uncomfortable when soiled.	Bathroom, toilet area.	Teacher Aide Attendants	Bathroom Area

NRRC/P FORM XIV 7-73

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE C   2. LOCATION Summer Traineeship Program   3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Self-Help 2. To be able to dress and undress self. 3. a. To be able to remove shoes properly. b. To be able to remove clothing properly c. To be able to put on clothing properly	a. With shoes properly laced and tied, the child will untie and remove shoes performing all the necessary steps eight out of ten times without error, when commanded to do so.	5. Repeat schedule until child develops a successful pattern and indicates by gestures her desire to be taken to the bathroom area. a. The demonstrator will go through the following process of teaching the child to remove her shoes, by first demonstration, then by placing her hand over the student's hands while performing the task. The teacher will gradually withdraw her hand and aid.

NRRC/P PRESCRIPTION PLANNING RECORD

UESNE UNIVERSITY
Traineeship Program 3. PRESCRIPTION WRITER Dolores Callahan CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Vith shoes properly ed and tied, the ld will untie and ove shoes performing the necessary steps ht out of ten times hout error, when manded to do so.	5. Repeat schedule until child develops a successful pattern and indicates by gestures her desire to be taken to the bathroom area.			
	a. The demonstrator will go through the following process of teaching the child to remove her shoes, by first demonstration, then by placing her hand over the student's hands while performing the task. The teacher will gradually withdraw her hand and aid.	Shoes with laces (Compet) Pa. Dept. of Education 1972	Teacher Aide Attendants	Bedroom Unit Outside

NRRC/P FORM XIV 7-73

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE C 2. LOCATION Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Self-Help (continued)	b. Fully dressed in underclothes, blouse or shirt, skirt or pants, or dress, the student will be able to remove those clothes in the proper manner eight out of ten times without error and without tearing clothes, when commanded to do so.	3.1. Remove shoe when shoe is half off. 3.2. Remove the shoe when heel is slipped all the way out. 3.3. Remove the shoe when heel is slipped half way out. 3.4. Remove the shoe with loosened laces 3.5. Loosen laces 3.6. Remove shoe independently b. The teacher will go through the process of teaching the undressing skill in a "reverse chain" sequence as recommended in Compet. These skills will be found from 46.1.0-46.5.5.	Clot skir unde Com Per ment

NRRC/P PRESCRIPTION PLANNING RECORD

UNIVERSITY
eeship Program

3. PRESCRIPTION WRITER Dolores Callahan CODE ______

ATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
/TASKS ALUATE SS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
dressed in hes, blouse or irt or pants, the student ble to remove thes in the nner eight out mes without without lothes, when to do so.	3.1. Remove shoe when shoe is half off. 3.2. Remove the shoe when heel is slipped all the way out. 3.3. Remove the shoe when heel is slipped half way out. 3.4. Remove the shoe with loosened laces 3.5. Loosen laces 3.6. Remove shoe independently b. The teacher will go through the process of teaching the undressing skill in a "reverse chain" sequence as recommended in Compet. These skills will be found from 46.1.0-46.5.5.	Clothing: Blouse, shirt, skirt, pants, dress, underclothes Compet Pennsylvania Department of Education 1972	Teacher, Aide Attendants	Bedroom of lodge

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE C 2. LOCATION Summer Traineeship Program 3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Self-Help (contined)	c. Being undressed the student will dress herself, putting on each piece of clothing properly. The student will be able to complete the task eight out of ten times without error.	c. The demonstrator should only attempt to meet success with with one piece of clothing at a time. Only when the student has mastered the removal of one type of clothing, should the demonstrator begin with another type of clothing	

NRRC/P PRESCRIPTION PLANNING RECORD

UQUESNE UNIVERSITY
r Traineeship Program

3. PRESCRIPTION WRITER ~~Dolores Callahan~~ CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Being undressed the udent will dress rself, putting on ch piece of clothing operly. The student ll be able to com- ete the task eight t of ten times with- t error.	c. The demonstrator should only attempt to meet success with with one piece of clothing at a time. Only when the student has mastered the removal of one type of clothing,should the demonstrator begin with another type of clothing	Compet Pennsylvania Department of Education 1972	Teacher Aide Attendants	Bedroom of Lodge

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE C 2. LOCATION Summer Traineeship Program 3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Fine Motor Development 2. To be able to use right hand and arm. 3. To be able to grasp with right hand. To be able to use right hand in a coordinated manner. To be able to perform a pincer grasp with the right hand.	1. Having thrown a large ball to the student, she will be able to pick up the ball, extending both arms and using both hands to grasp the ball. The student will use both hands to perform the task successfully eight out of ten times. 2. Given a small "squeeze ball" which produces a sound when squeezed properly, the student will squeeze the ball using a full hand grasp and using only the right hand. The student will be able to produce a sound from the ball eight out of ten times.	1. Play ball with child, rolling or tossing a large ball to her. Insist she pick up the ball using both hands. Encourage her to extend both arms to catch, throw or pick up ball. 2. Demonstrate squeezing a small pet's ball (which produces a whistle when squeezed). Allow child to perform task with right hand. Insist she use right hand by holding her left hand. Discourage her pressing ball against any other part of body	Lar rub Sma Sma Foa Spo Pla Bel Rat Squ New Ryt

RRC/P PRESCRIPTION PLANNING RECORD

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eship Program   3. PRESCRIPTION WRITER Dolores Callahan   CODE ______

TIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TASKS LUATE S	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
thrown a to the stu- vill be able the ball, both arms and hands to ball. The ll use both erform the ssfully eight times. a small ll" which sound when roperly, the ll squeeze sing a full and using ght hand. will be oduce a sound ll eight out s.	1. Play ball with child, rolling or tossing a large ball to her. Insist she pick up the ball using both hands. Encourage her to extend both arms to catch, throw or pick up ball. 2. Demonstrate squeezing a small pet's ball (which produces a whistle when squeezed). Allow child to perform task with right hand. Insist she use right hand by holding her left hand. Discourage her pressing ball against any other part of body	Large plastic or rubber ball Small pet's ball Small sponge ball Foam balls Sponges Plastic containers Bells Rattles Squeeze toys Newspapers Rythm band instruments	Teacher Aide Attendants	Unit Outside

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE C

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Fine Motor Development (continued)	3. Given a sponge and two containers (one containing water) the child will fill the sponge with water and squeeze the water into the empty container using only her right hand. Upon completion the student will have transferred all the water to the previous empty container by way of the sponge. 4. Given a supply of sheets of paper, the student will grasp a single sheet with the right hand and using a full hand grasp she will crumple the paper into a ball shape. The student will be able to	to produce sound. 3. Allow student to experiment with different sizes and shapes of sponges. Demonstrate how sponge fills with water, then can be squeezed out. Encourage child to do the task by placing your hand over hers and squeezing. When child can do the task, hold her left hand so that she must use the right hand to squeeze water out of the sponge. 4. Demonstrate crumpling paper (newspaper can be used)

NRRC/P PRESCRIPTION PLANNING RECORD

QUESNE UNIVERSITY
Traineeship Program 3. PRESCRIPTION WRITER Dolores Callahan CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Given a sponge and containers (one taining water) the ld will fill the nge with water and eeze the water into empty container ng only her right d. Upon completion student will have nsferred all the ter to the previous ty container by way the sponge. Given a supply of eets of paper, the dent will grasp a ngle sheet with the ght hand and using a ll hand grasp she ll crumple the paper o a ball shape. The dent will be able to	to produce sound. 3. Allow student to experiment with different sizes and shapes of sponges. Demonstrate how sponge fills with water, then can be squeezed out. Encourage child to do the task by placing your hand over hers and squeezing. When child can do the task, hold her left hand so that she must use the right hand to squeeze water out of the sponge. 4. Demonstrate crumpling paper (newspaper can be used)	Large plastic or rubber ball Small pet's ball Small sponge ball Foam balls Sponges Plastic containers Bells Rattles Squeeze toys Newspapers Rhythm band instruments	Teacher Aide Attendants	Unit Outside

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE C 2. LOCATION Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Fine Motor Development (continued)	to this task each time with 100% accuracy. 5. Given a small bell, the student will grasp the handle of the bell with the right hand, using a pincer grasp, and will shake the bell to produce the ringing sound. The student will be able to perform this task successfully eight out of ten times.	with two hands, then with one hand. Allow the child to repeat task. When crumpling is mastered, the student may toss balls of paper into a container, thus producing an extending position of the right arm. 5. Give the child various size objects to pick up, shake & produce a sound. Begin with large handled objects and gradually work down to smaller handled objects so that child must use a finger & thumb pincer grasp. Encourage the use of the right hand for all these tasks by holding student's left hand.	Larg rubb Smal Smal Foam Spon Plas Bell Ratt Sque News Rhyth

NRRC/P PRESCRIPTION PLANNING RECORD

UNIVERSITY
eeship Program

3. PRESCRIPTION WRITER Dolores Callahan CODE ______

ATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
/TASKS ALUATE SS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ask each time accuracy. a small bell, nt will grasp e of the bell right hand, incer grasp, shake the bell e the ringing he student will perform this essfully eight n times.	with two hands, then with one hand. Allow the child to repeat task. When crumpling is mastered, the student may toss balls of paper into a container, thus producing an extending position of the right arm. 5. Give the child various size objects to pick up, shake & produce a sound. Begin with large handled objects and gradually work down to smaller handled objects so that child must use a finger & thumb pincer grasp. Encourage the use of the right hand for all these tasks by holding student's left hand.	Large plastic or rubber ball Small pet's ball Small sponge ball Foam balls Sponges Plastic containers Bells Rattles Squeeze toys Newspapers Rhythm band instruments	Teacher Aide Attendants	Unit Outside

NRRC/P FORM XIV 7-73

CASE OF J

I. IDENTIFICATION

C.A. 15-0

Sex: Female

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

General physical health is fairly good
Medication:

Phenobarbital	1/4 gr. B.I.D.
Dilatin	30 m.g. B.I.D.

J is non-ambulatory and spends her day in a wheel chair. She is said to have had seizures at some time in the past, but has had none since early 1970. She has marked pronated feet, is allergic to small pox vaccine, feathers, and dust. She has a slightly elevated palate, tight Achilles heel. X-rays have shown retarded bone growth. No significant abnormalities, however.

Motor Development

Gross Motor

Non-ambulatory but can stand and walk if aided by someone. She sits without support.

Fine Motor

She has relatively good use of her hands. She claps in time to music, can place a small (1/2 inch) peg neatly in peg board turning them so properly, and inserting the end easily. Makes up and down marks with crayons, turns pages of picture book one at a time and tells a story to fit the pictures.

Visual Motor

No information except that she's alert.

Auditory Motor

Hears adequately for at least gross sounds (70 d.b.) bilaterally The lowest intensity to which she responded was .5 sec. She recognizes animal sounds.

Tactile/Kinesthetic

Likes to play with toys, otherwise no information.

Intellectual Development

Testing

Her most recent I.Q. score (40-45) was dated March 30, 1972. There's no indication of higher I.Q. of social potential but there's an indication of higher awareness.

On the Cattell Infant I.Q. scale she had the mental age of one year six months at the chronological age of five years 5 months.

I.Q. test results was 30 in February 10, 1970, based on mental age of one year nine months and chronological age of twelve years and one month. Basal age assumed at eighteen months level. She failed all items at 2-6 and 3-0 level. Her only successes involved a

Physical Development

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Medication:

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Dilatin	30 m.g. B.I.D.

J is non-ambulatory and spends her day in a wheel chair. She is said to have had seizures at some time in the past, but has had none since early 1970. She has marked pronated feet, is allergic to small pox vaccine, feathers, and dust. She has a slightly elevated palate, tight Achilles heel. X-rays have shown retarded bone growth. No significant abnormalities, however.

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I.Q. test results was 30 in February 10, 1970, based on mental age of one year nine months and chronological age of twelve years and one month. Basal age assumed at eighteen months level. She failed all items at 2-6 and 3-0 level. Her only successes involved a perceptual motor understanding of basic geometric forms, imitative building of a block tower and the ability to combine words.

She was also high in "Communication" and "self-Help-Eating" where she talks in short sentences, unwraps candy and discriminates edible substances.

Intellectual Development (Coneinued)

Testing (Continued)

J received a Social Quotent of 12 on the Vineland Social Maturity Scale based on a social age of one year five months and chronological age of twelve years one month.

She has a very short attention span, and concentration is nonexistent.

Very little scatter of her self help and social skills which gives little evidence of higher potential

On the above evidence she was classified as profoundly retarded.

No projective techniques were used.

There are signs of mental or emotional disturbance. There are significant abnormalities in appearance, behavior, speech, memory orientation and emotional reaction.

Self Concept

No information

Communication

Overall communication skills adequate for the institutional environment. This includes expressive, receptive, phonetic and articulation.

She speaks in simple sentences with excessive intonation and few appropriate responses.

March 30, 1972. Functions on higher level expressively (24 months) and phonetically (72 months) than receptively (24 months - inconsistent).

In the area of functional expression she closely approximates the two year level.

Informat Test of Articulation (March 30, 1972) low adult limits, only inconsistent error is f/o. Other minor errors occur inconsistently.

Mechanical Verbal Language Developmental Scale (February 25, 1970) 1.61 (March 30, 1972) L.A.E. 2.61

No speech/hearing therapy indicated.

Repetitive chatter used to get attention, perseverates, repeats everything she hears, loves to talk, sentences sometimes meaningful but inappropriate, counts to six

Hard palate higher than normal, difficulty with voluntary tongue movement.

She pretends to be having a conversation on the phone.

Conceptual

She has an understanding of basic geometric forms, imitative building of a block tower.

Discriminates edible substances.

Can pull out a small one half inch peg in pegboard neatly.

Social Development

Self Help

Can feed herself from a finger tray consistently, must be bathed, dressed, needs help toileting herself and ambulating. She is partially toilet trained. Needs skilled observation for administering medication since patient is incapable of assuming respon-

She has a very short attention span, and concentration is nonexistent.

Very little scatter of her self help and social skills which gives little evidence of higher potential

On the above evidence she was classified as profoundly retarded.

No projective techniques were used.

There are signs of mental or emotional disturbance. There are significant abnormalities in appearance, behavior, speech, memory orientation and emotional reaction.

Self Concept

No information

Communication

Overall communication skills adequate for the institutional environment. This includes expressive, receptive, phonetic and articulation.

She speaks in simple sentences with excessive intonation and few appropriate responses.

March 30, 1972. Functions on higher level expressively (24 months) and phonetically (72 months) than receptively (24 months - inconsistent).

In the area of functional expression she closely approximates the two year level.

Informat Test of Articulation (March 30, 1972) low adult limits, only inconsistent error is f/o. Other minor errors occur inconsistently.

Mechanical Verbal Language Developmental Scale (February 25, 1970) 1.61 (March 30, 1972) L.A.E. 2.61

No speech/hearing therapy indicated.

Repetitive chatter used to get attention, perseverates, repeats everything she hears, loves to talk, sentences sometimes meaningful but inappropriate, counts to six

Hard palate higher than normal, difficulty with voluntary tongue movement.

She pretends to be having a conversation on the phone.

Conceptual

She has an understanding of basic geometric forms, imitative building of a block tower.

Discriminates edible substances.

Can pull out a small one half inch peg in pegboard neatly.

Social Development

Self Help

Can feed herself from a finger tray consistently, must be bathed, dressed, needs help toileting herself and ambulating. She is partially toilet trained. Needs skilled observation for administering medication since patient is incapable of assuming responsibility.

Self Help and Independence

Incapable of assuming responsibility for self

Social Interaction

She spends most of her time in a wheel chair but partakes in unit activities.

Peer association is only fair--she's not close to anyone.

Social Development (Continued)

Social Interaction (Continued)

She's pleasant, smiles more now than she did when she first came, but her responses are inappropriate mostly, which severely restricts interaction.

She's well adjusted to residential living.

III. OTHER CONTACTS

No prior contacts other than treatment for anemia, some childhood diseases and bronchial asthma.

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

J is non-ambulatory and spends her day in a wheel chair.

Mental and Emotional Impairments

J is said to be autistic. She displays, however, along with autistic characteristics a characteristic known as "Idiot Savant," meaning that although she is severely retarded, and has many emotional problems, she displays an incredible memory for television show titles, commercials, and fragments of the shows, etc. The fact that J has this "Idiot Savant" means that she developed atypically. In other words, although she may have many areas of cognitive and emotional functioning which are grossly impaired, she has one skill or one talent which is enormously hypertrophied or precocious. The presence of this one talent suggests that mental retardation is either not present or strangely selective.

Motor Development

Gross Motor

Non-ambulatory but can stand and walk if aided by someone or something (i.e., a walker) She sits without support.

Fine Motor

She has relatively good use of her hands.

She claps in time to music and also points and grasps with her fingers.

She can feed herself with a spoon but eats mostly with her fingers and gently wiping her mouth.

Uses crayons, builds blocks, folds paper.

Visual Motor

Attends to visual stimulus.

Eyes follow moving objects and people around.

Auditory Motor

Hears adequately for at least gross sounds; attends loud noises.

Can identify sources of some sounds (i.e., airplane, piano, some animal sounds).

Will on occasion change her activity with change of sound (i.e., stop clapping when music stops).

III. OTHER CONTACTS

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IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

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Eyes follow moving objects and people around.

Auditory Motor

Hears adequately for at least gross sounds; attends loud noises.
Can identify sources of some sounds (i.e., airplane, piano, some animal sounds).
Will on occasion change her activity with change of sound (i.e., stop clapping when music stops).

Tactile/Kinesthetic

Likes to play with toys (radio, especially).
Touches, picks up, and holds objects with both hands.
Puts things like pens in her mouth at times.
On occasion demonstrates the ability to identify objects using tactile cues (i.e., a pen, sunglasses, radio, telephone, etc.)

CASE OF J

Intellectual Development

Self Concept

Responds to own name
Turns toward and makes eye contact with speaker.
Names parts of body with positive reinforcement offered.
Can recognize and identify self in the mirror.
Demonstrates ability to show affection (loves to give and receive it).
Responds to teachers, attendants, peers, etc., by saying their first or full name and often asking them to "Come here".
Expresses feelings about self and others in her life (i.e., "I'm thirsty," "I have a stomach ache," or "I like you, Bertha".

Communication

J scored very high in this category.
She enunciates clearly and has adequate expressive, receptive, phonetic language, and articulation as well, for her institutional environment.
Occasionally initiates a simple activity (i.e., she will ask for a pencil to draw and proceed to scribble).
She uses gestures and verbalization to make known her wishes.
Her longer sentences are either incoherent or unrelated to the situation at hand.
She speaks simple three to five word sentences meaningfully.
She will talk on the phone for a few minutes, as if there were someone on the other end. Some of her conversation is appropriate, some incoherent.
Says her name and age if given reinforcement and occasionally when no reinforcement is offered.
Overall communication skills adequate for functioning level (can be improved) however, few appropriate responses.

Conceptual

Discriminates edible substances.
Can put half inch pegs onto pegboard neatly.

Social Development

Self Care

Scored highest in this area.
Feeds self beautifully, eats nearly all foods.
Must be assisted in toileting, bathing, dressing and ambulating (She is toilet-trained).
She walks very well pushing her wheel chair; spasms are minimal.
Needs observation and help in taking her medication since she is incapable of assuming responsibility.

Self Help and Independence

None

Social Interaction

Reaches for familiar people, returns smiles, hugs people she likes, throws kisses.
Communicates briefly with others, (i.e., "Hi, how are you?"
Seeks attention by whining or calling the appropriate person.
She has a good memory for names, faces, and some facts.
She plays alone, does not share or play with others,

Can recognize and identify self in the mirror.
Demonstrates ability to show affection (loves to give and receive it).
Responds to teachers, attendants, peers, etc., by saying their first or full name and often asking them to "Come here".
Expresses feelings about self and others in her life (i.e., "I'm thirsty," "I have a stomach ache," or "I like you, Bertha".

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Needs observation and help in taking her medication since she is incapable of assuming responsibility.

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Social Interaction

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Communicates briefly with others, (i.e., "Hi, how are you?"
Seeks attention by whining or calling the appropriate person.
She has a good memory for names, faces, and some facts.
She plays alone, does not share or play with others, can play beside others.

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1. STUDENT CODE J 2. LOCATION DUQUESNE UNIVERSITY - Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. MA
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. 2. 3. 4.
1. GROSS MOTOR DEVELOPMENT (Compet 14.0) 2. Walking with Minimum Support 3. Walking with Support of Aluminum Crutch, Walker or Cane	Have her walk increasingly long periods of time - 30, 40, 50 steps etc., pushing her wheelchair in front of her. Success 10 out of 10 times.	1-3 (Dietrich) 4. Have her walk increasingly long periods of time (30-50 steps) pushing her wheelchair as she is successful 10 out of 10 times. Allow her to use a walker increasing the amount of time and number of steps gradually. (Do not allow her to use people for support - she relies too heavily on others). Continue to decrease her support after 10 out of 10 successful tries from wheelchair to walker to aluminum crutch and cane.	Whee Walk Alum

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neeship Program 3. PRESCRIPTION WRITER Joy Dietrich CODE ______

UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
walk increas- ng periods of 0, 40, 50 steps shing her ir in front of ccess 10 out of .	1-3 (Dietrich) 4. Have her walk increasingly long periods of time (30-50 steps) pushing her wheelchair as she is successful 10 out of 10 times. Allow her to use a walker increasing the amount of time and number of steps gradually. (Do not allow her to use people for support - she relies too heavily on others). Continue to decrease her support after 10 out of 10 successful tries from wheelchair to walker to aluminum crutch and cane.	Wheelchair Walker Aluminum Crutch	Physical Therapist Aide Teacher Attendant Parents	Any environment, inside, outside, preferably on a hard surface - tile, concrete or asphalt, so she does not trip

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. FINE MOTOR (Compet 16.0) 2. String Beads (Compet 16.63) 3. Get Her to String Large Beads and Work Down to Smaller Ones in Order to Increase her Attention Span and Patience While Lowering her Frustration Level	Have her string ten large beads correctly. If successful 10 out of 10 times, start her (gradually) stringing smaller beads - a few at a time	1. Stringing Beads (16.63) 2. Pa. Dept. of Education 3. Compet (Fine Motor) 4. Start her on large beads - reward her and reinforce her fo any accomplishmen

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ave her string ten arge beads correctly. f successful 10 out f 10 times, start her (gradually) stringing maller beads - a few t a time	1. Stringing Beads (16.63) 2. Pa. Dept. of Education 3. Compet (Fine Motor) 4. Start her on large beads - reward her and reinforce her for any accomplishment	1. Stringing Beads (16.63) 2. Pa. Dept. of Education 3. Compet - Fine Motor Development 4. Large Beads Small Beads String	Teacher's Aide Attendant Occupational Therapist	Indoors Outdoors Day Room Art Class

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1. STUDENT CODE J   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. FEEDING (Compet 34.0) 2. Use Plate and Utensils in Proper Manner (34.94) 3. Having her Eat with Fork, Knife, and Spoon in a Coordinated Way instead of from a Finger Tray	Work with her until she is successful 10 out of 10 times, using each utensil individually and finally together	1-3 (Dietrich) Work with her on each utensil individually until she is successful 10 out of 10 times with each one. Then have her use the spoon and fork, switching when it is appropriate to do so. Finally work with her on using a knife successfully	1-3 Jus spo and App Mea Pot Veg

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
th her until she essful 10 out of s, using each individually ally together	1-3 (Dietrich) Work with her on each utensil individually until she is successful 10 out of 10 times with each one. Then have her use the spoon and fork, switching when it is appropriate to do so. Finally work with her on using a knife successfully	1-3 (Dietrich) Just use knife, fork, spoon, glass and plate and appropriate foods. Applesauce Meat Potatoes Vegetables, etc.	Attendant Teacher Aide Parents	Dining Hall Any eating area Inside or Outside

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. COMMUNICATIONS 2. Helping her to Communicate Meaningfully and Improve Her Memory 3. Have her name the Letters in the Alphabet - Count to 20 - Use Crayons and Pencil Meaningfully (Compet 26.3.3, 26.4.1, 26.4.2)	Teach her blocks of the alphabet and numbers until she is successful 10 out of 10 times, repeating them. Help her daily (by holding her hand) to learn to use a crayon or pen correctly where she is successful drawing a stick figure or circle (etc.) 10 out of 10 times.	1-3 (Dietrich) 4. Using a reinforc and reward system of M&M's or cereal - and repetition.Using numbers and lettere blocks , get her to memorize what each number and letter looks like so that after much repetiti she will say it wit out prompting. To get her to use crayons meaningfully guide her hand whil drawing simple pictures. Reward her for any drawings she does on her own.

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er Traineeship Program 3. PRESCRIPTION WRITER Joy Dietrich CODE ______

. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
each her blocks of the lphabet and numbers ntil she is successful 0 out of 10 times, epeating them. elp her daily (by holding her hand) to learn o use a crayon or pen orrectly where she is uccessful drawing a tick figure or circle etc.) 10 out of 10 imes.	1-3 (Dietrich) 4. Using a reinforcer and reward system of M&M's or cereal - and repetition. Using numbers and lettered blocks , get her to memorize what each number and letter looks like so that after much repetition she will say it without prompting. To get her to use crayons meaningfully guide her hand while drawing simple pictures. Reward her for any drawings she does on her own.	Use blocks with numbers and letters on them. Use very thick pens and crayons, for initial work.	Teacher Aide Parents Attendant	Where there are fewest distractions; in a roo alone or outside away from people and objects.

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1. STUDENT CODE J   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. AUDITORY AND CONCEPTUAL 2. Identify Animal Sounds and Pictures Together 3. To Have Her Identify Animal Sounds (20.41) Compet With Animal Pictures (20.61) "	If she can name or identify each animal separately and then when matched (visual and auditory) ten out of ten times she is successful	1-3 (Dietrich) 4. Start by having her identify a few sounds or pictures at a time. Then put them together, a few at a time, and continue reinforcing and repeating until she knows all the animals and what they sound like	4. ide an on rec Use to the

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VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS) EVALUATE JCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
e can name or ify each animal ately and then atched (visual ditory) ten out times she is sful	1-3 (Dietrich) 4. Start by having her identify a few sounds or pictures at a time. Then put them together, a few at a time, and continue reinforcing and repeating until she knows all the animals and what they sound like	4. In order to have her identify the sound of animals, record them on tape or play a record. Use children's books to get her to identify the animal pictures	Teacher's Aide Attendant	A quiet room where there are no distractions

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. CONCEPTUAL 2. Matching 3. Matching Objects According to Color, Shape and Size (Compet 28.3.3, 28.2.2, 28.21)	When she matches appropriate colors, sizes or shapes ten out of ten times, reward her with cereal	1-3 (Dietrich) Start to introduce her to various objects (blocks, construction paper, figures on a background color) and teach her the names shapes, colors and sizes of each. Through reinforcement (slowly) teach her to match only after she is famili with all the individual characteristic of each one

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
n she matches ropriate colors, es or shapes ten of ten times, ard her with cereal	1-3 (Dietrich) Start to introduce her to various objects (blocks, construction paper, figures on a background color) and teach her the names, shapes, colors and sizes of each. Through reinforcement (slowly) teach her to match only after she is familiar with all the individual characteristics of each one	1-3 (Dietrich) 4. Use various shapes of blocks (circles, squares, triangles) in various sizes and colors	Teacher's Aide Attendant	Anywhere there are few or no distractions. A quiet room

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1. STUDENT CODE J   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. SELF CONCEPT (Compet 24.0) 2. Demonstrate the Ability to Name/Touch Parts of her Body (24.0.2.0) 3. Gross Body Parts - Head, Arms, Legs, Tummy (2.1) Fine Body Parts - Facial Features (2.2) Fingers, Toes (Compet)	Teacher says, "J" where is your nose?" If no response, would pick up her finger and show her by pointing her finger where the gross and fine parts of her body are. When she responded appropriately, would reinforce her with M&M's.	1. Compet 2. Pennsylvania Department of Education 3. 24.0-2,0,2,21,2.2 4. Demand J's full attention by slapping gently but firm on the tray of her wheelchair- then quickly askher where her nose is etc. If she responded inappropriately, I would point to the part and identify it for her, having her repeat the name after the teacher.	M&M' rei

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
says, "J" where nose?" If no , would pick up er and show her ing her finger e gross and ts of her body en she respond- priately, would e her with	1. Compet 2. Pennsylvania Department of Education 3. 24.0-2,0,2,21,2.2 4. Demand J's full attention by slapping gently but firm on the tray of her wheelchair- then quickly askher where her nose is etc. If she responded inappropriately, I would point to the part and identify it for her, having her repeat the name after the teacher.	M&M's or other reinforcing agents	Teacher Child Care Worker Therapist Anyone	In an environment with as little distraction as possible - whether inside or outside, with no external demands made on her attention

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2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. SOCIAL INTERACTION 2. Communicate with Others (Compet 48.1.5) 3. To learn Names of Others and be able to Use them Appropriately (Dietrich)	1."What's my name?" She wouldn't answer appropriately, so I would tell her repeatedly, "My name is Joy". Repetition and reinforcement with pretzels and M&M's were helpful for reinforcement.	1. Compet 2. Pennsylvania Department of Education 3. (48.0 - Social Interaction) 4. Pretzels and M&M's given as positive reinforcement

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her Traineeship Program

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
."What's my name?" he wouldn't answer ppropriately, so I ould tell her repeated-y, "My name is Joy". epetition and reinforce-ent with pretzels and &M's were helpful for einforcement.	1. Compet 2. Pennsylvania Department of Education 3. (48.0 - Social Interaction) 4. Pretzels and M&M's given as positive reinforcement	Pretzels and M&M's given as positive reinforcement	Teacher Child Care Worker Parent Therapist	Any space free from distractions

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CASE OF F

I. IDENTIFICATION

C.A. 14-1

Sex: Female

Diagnosis: Hurler's Syndrome

II. SUMMARY OF PREVIOUS EVALUATIONS

In addition to the diagnosis of Hurler's Syndrome the information presented here is relatively non-extensive and non-informative. Delivery was uncomplicated after an uneventful pregnancy and the child's development was normal until the age of two. The mother suspected something was wrong with her child and she made arrangements to have out-patient diagnostic work carried out at a University Medical Center. Initial diagnosis was a normal child, with possible brain damage, hyperactive, and an admitted behavior problem in the home. The child's behavior was rapidly deteriorating in the home and the mother returned to the Medical Center for further diagnostic evaluation. The second diagnosis was more definite than the first--Hurler's Syndrome more commonly known as Gargoylism.

Hurler's Syndrome commonly consists of multiple symmetric deformities with a generalized disturbance of cellular metabolism and storage. It is genetically caused by a single recessive gene, present at birth, but rarely diagnosed during the first two years of life. External characteristics include an abnormally large head, deformed upper jaw, shortened arms, legs, and neck, protruding abdomen, and defective development of body tissues. Internal characteristics include enlargement of the liver and spleen, coronary artery disease, several forms of hernia, and mental retardation. Often the corneas are cloudy and there may be opacities present.

The prognosis is poor with a progressive course of deterioration terminating in death before growth is completed. Cardiac failure is the most common cause of death.

There have been five separate diagnoses made within the last ten years and all agree it is "a form" of the syndrome rather than a classic case.

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The prognosis is poor with a progressive course of deterioration terminating in death before growth is completed. Cardiac failure is the most common cause of death.

There have been five separate diagnoses made within the last ten years and all agree it is "a form" of the syndrome rather than a classic case. Results of the admission examination for the present placement reported the appearance of the syndrome, but with the exception of hyperactivity and mental retardation, all other systems were found to be functioning normally. This information changes the prognosis to a very significant variable.

A second evaluation four years after entrance to the residential institution revealed little clinical evidence to support the diagnosis of Hurler's Syndrome.

There are no records of serious disease, accident, or seizure disorder to date. 394

Testing and Psychological Background

Within the home the mother had admittedly lost contact with her three year old daughter. A social careworker was assigned to the home and her reports indicate a hyperactive and agressive child; destructive to herself and her environment. A special education supervisor was contacted by the caseworker with the idea of devising a prescriptive program to be implemented in the home. His initial impressions verify the caseworker's and he attempted a few simple evaluative tests and found the child could not draw a circle, square, or the resemblance to a straight line. He suggested training in activities of daily living, but no program was ever devised.

The mother was caring for two other closely aged siblings and the burden of this special child contributed to her suffering two nervous breakdowns within six months.

Through the efforts of the caseworker temporary placement with a private institution was secured, but the duration of this placement was just over one month. When the child returned home the mother reported severe regression in self-help skills and communicative language. State institutional placement was sought for the good of both parties. 395

The child was initially programmed by the Occupational Therapy Department at the present institution and a therapist reports words and phrases were being repeated, behavior was considered regressive, attention span was short, and all things ultimately ended up in the child's mouth. Motor skills were considered to be within normal range.

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More extensive testing and evaluation was recommended and the Stanford-Binet was administered revealing a functional level of nineteen months--estimated I.Q. twenty-four.

The child was screened by the Director of Psychological Services and his opinions can best be generalized as regressive. Combining previous case-file information and his own evaluation he reported: "There was no concept of appropriate play, regression from playing with dolls to feces, eating skills had declined sharply, and the child was not completely nonverbal."

A referral was made to the Department of Speech Pathology and Audiology and when tested on the Cattell Scale the highest response produced a functional I.Q. of thirteen.

Another referral was made to a psychcological intern and he reported no change from the previous evaluations. Further psychological testing and evaluation was not recommended.

Several weeks passed and a clinical psychologist became interested in the case. The results of his work supported all previous evaluations and his final recommendation was constant supervision for the child's own protection.

The child was not tested or re-evaluated during the next five years of her institutional placement.

Evaluated later by a speech therapist the child did not relate to the examiner, was uncooperative, and had to be controlled physically. The Peabody Picture Vocabulary Test was administered and the results were: "No concept of pictures had developed, there was no expressive or receptive language skill, and no therapy was recommended."

Later testing with the Infant Audiometer proved the child to be deaf for all practical purposes. The mechanics of the ears were found to be intact, but receptive, expressive, and phonetic langugage skill was assessed to be at the twelve week level. Again no therapy was recommended.

No known testing or psychological information has been gathered in the last two years.

II. PREVIOUS LEVELS OF FUNCTIONING

When the child first entered the institution where she currently resides, program concentration was in activities of daily living and some progress in toilet training was noted. She was feeding herself with a spoon, drinking liquids from a glass, interacting and sharing

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Regressive behavior soon developed in all areas and the programming was changed to an intensive and structured program of basic skills.

Involvement with staff members and peers was declined.

The recreation director's evaluation stressed the repeated failures
of introducing structured activities, declining involvement with groups,
398 and the shown contentment when playing alone. No programming was attempted
because of the repeated lack of response, but it was recommended that oppor-
tunities for unstructered play be provided.

During the next five years an occupational therapy program in brushing teeth and washing hands was undertaken on a daily basis. No reportable progress was made and future programming was foreseen as a waste of time.

A child care worker reports from this period that she observed a child partially ambulatory, non-expressive, destructive in the dining hall, and needing two attendants to wash and groom her in the morning.

An evaluation by the educational supervisor placed this child one slight step above a total care resident.

Another evaluation by a program supervisor found minimal response to all forms of stimulation and ambulation only with assistance. The child was considered to be oblivious to all people on the unit with the exception of occasional temper tantrums. All interaction with peers, staff, and other residents was continually negative.

The supervisor reported severe regression, possibly caused by inactivity. All previous attempts to work with this child have ended in failure and little has been tried in the last two years.

III. PRESENT LEVELS OF FUNCTIONING

Original placement was based heavily on hyperactivity and behavioral
disorders, but presently there is little in movement or behavior to report
upon. Each morning after feeding would find the child lying in the fetal
399 position; left hand in her mouth and the right hand engaged in masturbation.
This description proved a behavioral regularity with the only interruptions
before the feeding periods. The child does not enjoy the feeding periods.

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399 position; left hand in her mouth and the right hand engaged in masturbation. This description proved a behavioral regularity with the only interruptions being the feeding periods. The child does not enjoy the feeding periods, but does enjoy the food once it is in her mouth.

When attempting to explain her personality development it is best thought of as an inadequate, immature dimension. She will remain oblivious to all but a physical touch. All movements are sluggish and seem unformed within natural physiological limits. Sleep fills much of her day and activities total those previously mentioned.

Motoric problems are severe with curviture of the spine and poor control and coordination in all areas. Basic body movements are a familiar routine, but all movement requires assistance. Grasping ability is good, but all use of this skill is functionally meaningless. There is no noticeable recognition of what sounds are or where they are coming from. On several occasions the child appeared to attend with the left ear, but whether she cannot hear or does not want to hear bears further evaluative work.

Speech and language development is insufficient and no indication of receptive or expressive skill has ever presented itself. On three occasions the child has vocalized, but the sounds were meaningless and could not be correlated toward a generalization.

Perceptually the child cannot recognize or interpret external stimuli visually or auditorially. There are well formed responses to tactile stimulation and this behavior was maintained througout the fieldwork period.

Definitely the absence of any special health problems has contributed to the maintenance of her residual condition, but inactivity has led to a deterioration in muscle tone and circulation.

The corneas appear clouded and a marked sensitivity to light levels is present on all occasions. Her ability to distinguish colors cannot be accurately determined as she consistently exhibited a lack of normal curiosity to visually appealing objects. When introduced to a facial size mirror there was no noticeable reaction.

The child does react to changes in her environment and this behavior is strongest when she is being returned to her play-pen.

It can generally be assumed this child is functioning at a very low level of existence.

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IV. PRESCRIPTIVE PROGRAMMING--INTRODUCTION

The conversion of medical, psychological, social and educational history into pedagogical terms involves several important variables. The teacher must connect the diagnostic variable of the syndrome with the situational variable of present institutional care. When this connection has been adequately satisifed attention must be given to the time factors involved. The duration of the syndrome is lifelong, but the history of regression has never been satisfactorily verified as having been caused by the syndrome alone. The consequences of prior treatment are long term and there is every possibility this child could have been doomed to her present life of incapacitation simply by having always been treated as an incapacitated person. A prescriptive program could not logically be constructed on the basis of previous medical, psychological, or social information. All programming must be based on educational relevance and success. Prescriptive teaching begins with the child, in the classroom, with the teacher.

Specific Objectives - Base Lines

Objective: Development of Relationship Between Child and Teacher.

The therapeutic importance of this objective cannot be over estimated as all work will be fruitless without common working ground. No perceivable relationship growth developed during the first three weeks of daily instruction. The mechanical routinizations of evaluative techniques were carried out with minimal response by the child. In the fourth week the child initiated hand holding and at one time put her arm around the casewriter's neck. These are two small accomplishments, but their importance lies in that they are social responses. If a base line can be established in only four weeks, think of the possibilities within the school year.

Object: Remove Child from Play Pen. With the exception of the sleeping hours, this child's total life revolves around her play pen. Start by discarding the play pen and placing the child in a suitable relaxation chair. Activities during the day will now revolve around removal from and a return to the relaxation chair. It is hoped the child will develop a more normal history of regression has never been satisfactorily verified as having been caused by the syndrome alone. The consequences of prior treatment are long term and there is every possibility this child could have been doomed to her present life of incapacitation simply by having always been treated as an incapacitated person. A prescriptive program could not logically be constructed on the basis of previous medical, psychological, or social information. All programming must be based on educational relevance and success. Prescriptive teaching begins with the child, in the classroom, with the teacher.

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Object: Remove Child from Play Pen. With the exception of the sleeping hours, this child's total life revolves around her play pen. Start by discarding the play pen and placing the child in a suitable relaxation chair. Activities during the day will now revolve around removal from and a return to the relaxation chair. It is hoped the child will develop a more normal perception of the world and what is going on in it from an upright position. This objective sounds easy, but the child's present level of sitting endurance is approximately one and one-half hours and it will take time and effort to increase it to a full day.

Objective: Improve Physical Endurance and Coordination. This child is familiar with the routines of basic body movements, bur during her long period of inactivity she has forgotten much and will not initiate movement. Begin with short periods of mat work and try to have the child initiate movement whether appropriate or not. Any method of vestibular stimulation would also be beneficial toward the improvement of balance and coordination.

Objective: Promote awareness with tactile stimulation. In the morning have the child seated with her eyes facing the windows or other eye-appealing objects. Take a wet paper towel and begin to wash her face, then move on to the neck and finally to the arms and legs. Next take a dry paper towel and repeat the procedure. Begin with a hair brush and extend your brushing to the arms and legs. Take as much time with this approach as the child will tolerate. In time introduce different textures and temperatures, while having the child explore these articles with her hands. The most response with this child has been realized with tactile stimulation.

Objective: Proper regulation of medication. This objective is the responsibility of the teacher. The child is on a daily regimen of thorazine and it will take a coordinated effort of both day and night staff to discover the proper dosage she can best be maintained under. An overdose or a build-up in the system will present a very difficult child to work with. It would seem better to have her slightly hyperactive rather than so drowsy that she must be constantly prompted to be kept awake. There is no history of seizure disorder making it relatively safe to regulate the proper dosage for an optimum level of consciousness.

Objective: Child will chew small bits of food. As a result of being fed baby food for the past several years this child has forgotten how to chew solid food. Small pieces of a variety of foods were introduced and rejected on all occasions. The physiological apparatus for this stimulation would also be beneficial toward the improvement of balance and coordination.

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CASE OF F

Objective: Use of ancillary Services. If it is possible to persuade any therapist, in any field, to begin even a meager program on a consistent basis, do so, and add to the daily schedule.

Evaluation of her visual ability has never been reported. If it is possible to have her sight assessed by a trained professional, the information will be invaluably important to individualizing prescriptive techniques.

Objective: Coordination of Personnel. As the child will most probably be maintained within her present surroundings, every effort must be made to coordinate the educational program with all child care personnel. Anecdotal records of the child's total behavior can more easily be constructed and future carry-over procedures will then be placed within a systematic framework.

Objective: Secure Instructional Materials. Intially materials will revolve around gross motor activities. A cage ball, bean-bag chair, and pillows will be the starting point. Secure a large full-length mirror and carry out the physical program in front of it. As the child progresses modify the program to include more sophisticated apparatus such as stairs or the balance beam. For other resource information consult COMPET or any similar resource publication.

Objective: Introduce to New Environments. This child will respond limitedly when placed in a new environment. Move her daily to any of several places around the school plant and note which environments have the most effect. If groups are assembled for a specific activity include her within the group whether she can participate or not. Higher functioning children could very well have a stimulating effect.

Prescriptive Programming--Implementation

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Prescriptive Programming--Implementation

Assuming the base-line recommendations are implemented, we arrive at the child in the modified program. All of the child's responses must be carefully monitored as this feedback will dictate where changes are required. The teacher must analyze and coordinate all feedback with the existing program or follow up in the prescription will become faulty. By a cumulative series of approximations the program will become closer to being appropriate for the child. Any criteria for evaluating responses with the aim of modifying the base-line program must be measurable or observable behavior.

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE F

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Establishment of a working relationship between child and teacher.	Systematic and notated observation of child	(Clark) Simulate the daily grooming experience each morning	1 1
2. Promote a working relationship through the use of a tactile stimulation.	Eye contact	Wash the face, neck, arms and legs, first with a wet paper towel and then repeat procedure with a dry paper towel. Brush hair increasing the time on each occasion. Use hair brush gently on arms and legs. Increase time given for this activity in direct proportion to child's response. Continually talk to the child & look for positive responses.	1
3. Child will demonstrate a positive and attentive response to teacher.	Response of pleasure or attentiveness by the child		

NRRC/P PRESCRIPTION PLANNING RECORD

NE UNIVERSITY
aineeship/ Program

3. PRESCRIPTION WRITER Elliott J. Clark CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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NRRC/P FORM XIV 7-73

CASE OF PR

I. IDENTIFICATION

C.A. 13-0

Sex: Female

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

PR's levels of functioning, obtained from the permanent medical records were quite detailed. She is described as "requiring total care and being blind and deaf." Admission to the present facility was urged because it was the opinion of the neurosurgical department of a city hospital that PR "has reached the end point of chronic increased intracranial pressure as displayed by blindness, deafness, right hemiparesis, left side spasticity and organic brain syndrome." P.R. is diagnosed as follows:

Encephalopathy
Secondary hydrocephalus
Blind
Deaf
Left sided spasticity
Organic brain syndrome
Major motor seizures
Severe mixed quadriplegia

Medication

Dilantin	50 mg. T.I.D
Mysoline	125 mg.
Pericolace	10 c.c. hs

Motor Development

PR was evaluated as follows: "Bed patient with no physical ability." She is diagnosed as blind and deaf. PR was not evaluated in terms of tactile/kinesthetic abilities.

Intellectual Development

PR was evaluated as "giving no response to stimuli," therefore it was assumed PR did not experience a self concept.

Communication was measured as "none" noting "no response to verbal stimuli."

PR was evaluated as expressing no conceptual awareness.

Social Development

Self Care
It was noted that PR has no self care skills.

Self Help and Independence
It was noted that PR had no self help skills or modes of independence.

Interaction
It was noted that PR did not interact with anyone, "She lies quietly

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It was noted that PR did not interact with anyone, "She lies quietly in bed . . . . oblivious of other people."

III. OTHER CONTACTS

Pediatrician
Family physician
An urban hospital
Community service organization

CASE OF PR

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

The writer never experienced PR seizuring and her records do not indicate their frequency. Therefore, it is assumed that the seizures are controlled through medication.

Motor Development

Gross Motor

PR is able to turn her head. She is able to move her left arm, and to a lesser extent, her right arm. Her left leg also exhibits movement, more than her right leg. She has a small degree of head control. PR can propel herself over on her side without assistance.

Fine Motor

PR can extend the fingers of her left hand and has developed the pincer grasp in that ahnd.

Visual Motor

No observation of eye contact.

Auditory Motor

PR did not appear totally deaf. She will turn her head in response to gross sounds--loud voice, pan banging, clap. Her startle reflex is developed. She appears to have some receptive language.

Tactile/Kinesthetic

PR is able to touch. She seems to respond differently when she feels grass as opposed to feeling the prick of a diaper pin. She also reacted positively, eliciting a smile, when she felt water.

Intellectual Development

Self Concept

PR gave no overt indication that she recognized her name, when spoken, although personally the case writer feels she did. However, there is no documentation for this observation. She is aware of her environment to a limited extent.

Communication

PR smiled when she felt the water in the pool and when she was stimulated tactually. She gritted her teeth during feeding and when she appeared frightened and tense. Three times she struck the writer. These instances are cited as examples of communication. PR appeared to listen as the writer constantly spoke to her.

Conceptual

No conceptual ability noted at this time.

Social Development

Self Care

PR cooperated with a feeding program. It is valid to state that she

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Conceptual

No conceptual ability noted at this time.

Social Development

Self Care

PR cooperated with a feeding program. It is valid to state that she can feed herself with assistance.

Self Help and Independence

No evidence of these skills

Social Interaction

PR interacted with the case writer who felt communication with her. PR was aware of my physical presence. She did smile or grit her teeth in response to stimuli. This constitutes at least the beginning of social interaction.

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE PR
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. GROSS MOTOR - FINE MOTOR 2. Demonstrates Ability for Pre-Swimming Skills 3. a. Ability to enjoy water b. Ability to grasp bar (in pool) c. Ability to grasp bar and maintain erect head with no assistance	PR will hold bar, with feet on bottom of pool, head erect for 30 seconds	PR's hands and feet will be placed in the correct position. Then she will stand unaided, head erect. Much verbal and tactile stimulation needed for reinforcement.	Ind swi wit

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY

ineeship Program 3. PRESCRIPTION WRITER Kathryn O'Connor CODE _______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
hold bar, with bottom of pool. ect for 30	PR's hands and feet will be placed in the correct position. Then she will stand unaided, head erect. Much verbal and tactile stimulation needed for reinforcement.	Indoor, heated, swimming pool equipped with bar	Lifeguard whether with PR or in pool area Teacher or trained teacher aide	Swimming pool, indoor preferably heated

NRRC/P FORM XIV 7-73

NRRC/P PRESCRIPTION PLANNING RECO

DUQUESNE UNIVERSITY

1. STUDENT CODE PR 2. LOCATION Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. GROSS MOTOR 2. Ability to Sit Up 3. a. ability to rotate head b. ability to cooperate when being pulled from sitting position c. ability to attain head control (Painter - "Teach Your Baby")	PR will be able to have control of her head and neck muscles. She will be able to hold head up for 30 seconds	Waist twirls, teacher pulls "PR' to sitting positio and slowly rotates her upper extreme- ties from right to left, and then in a circular pattern Head up, teacher pulls "PR" from sitting position, letting neck flex for 10 seconds, 10 times.

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mmer Traineeship Program

3. PRESCRIPTION WRITER Kathryn O'Connor

CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
PR will be able to have control of her head and neck muscles. She will be able to hold head up for 30 seconds	Waist twirls, teacher pulls "PR" to sitting position and slowly rotates her upper extremeties from right to left, and then in a circular pattern. Head up, teacher pulls "PR" from sitting position, letting neck flex for 10 seconds, 10 times.	Mat or Blanket Covering Ground on Floor	Teacher	Unit or Classroom

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1. STUDENT CODE PR
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. N
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. AUDITORY DEVELOPMENT 2. Improve or Evaluate Hearing 3. a. Attends to loud noises b. Turn in direction of source of sound c. Hears spoken voice d. Listens to records, radio e. Responds to soft and loud sound (Compet, Sister Leonard)	"PR" will turn in direction of sound. From that baseline, sound should be decreased. Then it could be determined at what sound level "PR" is capable of hearing	Teacher should bang pans to evoke startle reflex. Gradually lower intensity and volume of banged pan	Pan tha lou

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ill turn in ion of sound. hat baseline, should be sed. Then it be determined at ound level "PR" ble of hearing	Teacher should bang pans to evoke startle reflex. Gradually lower intensity and volume of banged pan	Pans or other objects that could produce loud noise	Teacher Teacher should position herself in different parts of room to test for head turn, which would indicate presence of some auditory development.	Quiet Room

NRRC/P FORM XIV 7-73

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1. STUDENT CODE PR 2. LOCATION Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. TACTILE, KINESTHETIC 2. Exploring 3. a. responds when touched or rubbed b. reacts to scraped fingers c. reacts to water d. reacts to gravel e. reacts to grass f. reacts to hand contact (Compet, Sister Leonard)	"PR" will elicit smile, frown, noise, to acknowledge receipt of a stimulus	Textures mentione applied to the sk of "PR"

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMEN
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
"PR" will elicit smile, frown, noise, to acknowledge receipt of a stimulus	Textures mentioned applied to the skin of "PR"	Water Grass Gravel Hand	Teacher	Unit or Classroom or Outside

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. SELF CONCEPT 2. a. Ability to respond to own name when spoken b. Ability to turn toward speaker (Compet)	"PR" will elicit smile or awareness when name spoken	Use name frequently when touching and working with "PR"	Non

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ill elicit smile reness when name	Use name frequently when touching and working with "PR"	None	Teacher	Classroom or Unit

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1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. FEEDING AND EATING 2. Feed Unaided 3. a. demonstrate ability to chew b. ability to pick up a spoon c. ability to hold spoon d. ability to bring spoon to mouth e. ability to finger feed f. ability to hold cup g. ability to bring cup to mouth h. ability to swallow (Compet, Sr. Leonard)	"PR" will feed herself with a spoon. "PR" will finger feed bread.	Child should be sitting in an up-right position wi a tray in front o her. Teacher will begi by guiding "PR"'s hand, positioning herself behind th wheelchair Gradually, teache should phase out assistance and "P should feed hersel

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"PR" will feed herself with a spoon. "PR" will finger feed bread.	Child should be sitting in an upright position with a tray in front of her. Teacher will begin by guiding "PR"'s hand, positioning herself behind the wheelchair Gradually, teacher should phase out assistance and "PR" should feed herself	Training spoon If training spoon is not available, a small face cloth can be wrapped around the handle of a small feeding spoon. This makes the spoon easier to hold.	Teacher or Trained Aide	Unit or Classroom

NRRC/P FORM XIV 7-73

CASE OF B

I. IDENTIFICATION

C.A. 15

Sex: Female

II. RESULTS OF PREVIOUS EVALUATIONS

Physical Development

1. General health - underdeveloped, undernourished
2. Medication
    a. Dilantin - 100 mg daily, 50 mg daily
    b. Phenobarbital - gr 1 b.i.d.
    c. Allbee with capsule 1 b.i.d.
3. Hearing - adequate for conservational speech

4. Vision - blind, no vision in right and little vision in left eye
5. Heart Condition - normal
6. Seizures - adequately controlled
    a. Type - grand mal and petit mal
    b. Onset - early childhood
    c. Frequency - one every 2 or 3 months
    d. Duration - 2 to 15 seconds
    e. Appearance - involving entire body, eyes blink, head turns to left side, staring, eyes glossy, body stiff
7. Emotional Stability - limited
    a. Hyperactive
    b. History of frequent temper tantrums
    c. Banging head and screaming for long time
    d. After first convulsion of 6 weeks there was a noticeable change in behavior characterized by irritability and crying
    e. Parents report
        (1) Temper got more uncontrollable
        (2) Occasionally destroyed things at home
    f. As reported May 1969 for test evaluation
        (1) Not cooperative or attentive
        (2) Extremely stubborn
8. Other Physical Problems
    a. Bowel condition organically impaired from spasms
    b. Paralysis at 3 months on right side, now only right foot paralyzed
9. Diagnostic Evaluations
    a. 1958 Hospital Evaluation
        (1) Major convulsive disorder
        (2) Probable cortical atrophy
        (3) Organic brain disease
    b. 1963 Hospital Evaluation
        (1) Grand mal seizures secondary to brain damage secondary to birth injury
    c. 1964 - APA Classification by State Hospital Staff
        (1) Chronic brain syndrome of unknown or unspecified cause with behavioral reaction
        (2) Mental deficiency, severe

    d. 1964 AAMD Classification by State Hospital Staff
        (1) Encephalopathy, other, due to unknown or uncertain cause with the structural reactions manifest (right hemiplegia, blindness and microcephaly, secondary)
        (2) Microcephaly, secondary
        (3) Blind
        (4) Major motor seizures
        (5) Spastic hemiplegia, moderate

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        - (2) Microcephaly, secondary
        - (3) Blind
        - (4) Major motor seizures
        - (5) Spastic hemiplegia moderate
        - (6) Adaptive behavior

Motor Development

1. Gross Motor
    - a. Awkward gait
    - b. Toe walking

CASE OF B

1. Gross Motor (Continued)
    c. Creeps in alternating fashion
    d. Climbs steps with assistance
    e. Does not walk balance beam, jump, roll, or somersault
2. Fine Motor
    a. Normal gross grasp and pincers
    b. Favors left hand
3. Visual Motor
    a. Sees objects, but poorly
    b. Is aware of light colored objects
    c. Cannot see dark objects and frequently stumbles into them
    d. Eye-hand coordination poor
4. Auditory Motor
    a. Receptive functioning between 12 and 18 months
    b. Hearing adequate for conversational speech
    c. Responds to rhythmic activities and music
5. Tactile/Kinesthetic
    a. Grasps with left hand

Intellectual Development

1. Testing
    a. Cattell Infant Intelligence Scale - 1964
        (1) C.A. 6-11
        (2) M.A. 6-2
        (3) I.A. 7
    b. Evaluation by Psychologist - 1964
        (1) M.A. between 6-12 month level
        (2) I.Q. 17 - minimal score
    c. Vineland Social Maturity Scale - 1968
        (1) Functioned to "Self Help", 2 year level
2. Self Concept
    a. Limited
    b. Observes hands
3. Communication
    a. General Communicative Behavior
        (1) Unresponsive
        (2) Out of contact
        (3) 1972 evaluation states that overall communication skills inadequate for even basic communication
    b. Speech
        (1) Says several words
        (2) Echolalic
        (3) Sings phrases of several familiar songs
3. Conceptual - limited

Social Development

1. Self Care
    a. Toilet - has scheduled toilet training program
    b. Safety - limited
    c. Feeding
        (1) Feeds self
        (2) Chews well
        (3) Needs supervision
2. Self Help and Independence
    a. Unable to perform self care activity
    b. Often resistant and requires restraining to hold her still

   b. Favors left hand
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Social Interaction

1. Unresponsive
2. Out of contact
3. Does not respond to affection
4. Not responsive to group situation
5. Rocks

CASE OF B

III. ASSESSMENT OF PRESENT FUNCTIONING

Physical Health

1. General Health - Fair
2. Medication - Yes
3. Hearing - Yes
4. Vision - Partial
5. Heart Condition - No
6. Seizures - Yes
7. Emotional Stability
    a. Periodically screams, cries, or whimpers
    b. Periodically bangs legs on floor and kicks 4.11
    c. Grinds teeth
    d. Sits by self
        (1) Rocks
        (2) Pats face
        (3) Holds objects such as block or paper in hand
8. Other Physical Problems
    a. Cerebral Palsy - moderate right spastic hemiplegic
    b. Microcephaly - secondary

Motor Development

1. Gross Motor
    a. Raises and holds head
    b. Rolls body
    c. Sits erect
    d. Crawls in alternating fashion
    e. Stands erect
    f. Awkward gait
        (1) Stooped from waist
        (2) Side sways with each step
        (3) Knees and feet point outward as subject steps
        (4) Subject rocks as she walks
        (5) Likes to step in time to rhythms and music
    g. Climbs up and down steps in alternating fashion holding rail
    h. Can run while carrying object
    i. Can throw balls
        (1) Throws aimlessly
        (2) Subject kicks in protest when ball rolled toward her
    j. Swings by herself
    k. Does not imitate gross motor movements
    i. Kicks if one tries to more her arms or legs or hands
2. Fine Motor
    a. Normal pincer grasp
    b. Uses both hands, but favors left hand
    c. Clapped hands by self two times in four weeks of sessions
        (1) Did not imitate clapping hands
        (2) Did not allow one to clap hands for her
        (3) Subject wanted teacher to clap subject's hand with teacher's hand 4.12
    d. Can transfer objects from one hand to the other hand

3. Visual Motor
    a. Has partial vision
    b. Can attend to visual stimuli
    c. Will visually track with or without head rotation
    d. Both eyes can "focus" and move together
    e. Holds objects such as block, paper cup, paper wrapper near eyes--usually left eye

6. Seizures - Yes
7. Emotional Stability
   a. Periodically screams, cries, or whimpers
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4.12

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   c. Will visually track with or without head rotation
   d. Both eyes can "focus" and move together
   e. Holds objects such as block, paper cup, paper wrapper near eyes--usually left eye
      (1) Will finger objects
      (2) Will crush paper
   f. Can make visual discrimination from short distances
      (1) Can spot paper wrapper from six feet away
      (2) From 15 foot distance in a crowded room, subject came over to teacher and sat by teacher's feet (hearing might have helped subject find teacher)

CASE OF B

Motor Development (Continued)

3. Visual Motor (Continued)
    g. Question of whether subject can see far away objects
        (1) Once groped for unfamiliar railing by steps
        (2) At other times walked straight to railing avoiding landing area where she might have fallen (it might have been that she was familiar enough with area)
        (3) Subject can walk from cafeteria to her ward unaided
        (4) Does not respond to "far away" objects such as buildings or cars
        (5) Did not respond to a tree that she could touch
4. Auditory Motor
    a. Will respond tp simple commands - example: "Sit down," "Stand up," "Come here"
    b. Will respond to rhythms
        (1) Step to rhythms
        (2) Step to own rhythms (she says, "1,2,1,2,..." or "1,2,3,4,1,2,3,4,...")
        (3) Steps in rhythm to songs
        (4) When subject hears song, can add accent beat with voice or by stamping feet - example: "If you're happy and you know it clap your hands." "Ya, Ya."
    c. Sings one or two phrases of many different songs
    d. Speech is echolalic
        (1) Repeats phrases she hears but rarely repeats words or phrases one asks her to say
5. Tactile/Kinesthetic
    a. Demonstrates interest in exploring objects tactually
        (1) Holds objects with either hand but favors left
        (2) Grasps, crushes, and fingers paper
        (3) Rubs, scratches, bounces, pushes, grasps, and squeezes balloon

Intellectual Development

1. Self Concept
    a. Makes eye contact occasionally
    b. Will respond to name
    c. Will sometimes say, What's your name, B?"
    d. Will point to a few gross body parts occasionally
    e. Can point to and say, "Shoes"
    f. Responds in a one to one situation
    g. In a group situation, must have one to one attention to participate
        (1) In outdoor group walk, one held her hand so she would not wander away
        (2) In music class, with constant encouragement, there was some degree of involvement
    h. Will call names of various attendants, and teacher aides she knows
    i. Demonstrates ability to show affection
        (1) Holds hands
        (2) Puts one's hand on her shoulder for a slight hug
        (3) Turns cheek up for a kiss
        (4) Puts head on one's shoulder
2. Communication
    a. Initially unresponsive
    b. Will follow simple commands

landing area where she might have fallen (it might have been that she was familiar enough with area)

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     - (4) Puts head on one's shoulder
2. Communication
   - a. Initially unresponsive
   - b. Will follow simple commands
   - c. Can make wishes known through gestures
     - (1) reaches for desired food
     - (2) Goes to toilet when needed
   - d. Verbalizes wishes sometimes
     - (1) "B go outside?"
     - (2) "Sing"
     - (3) "Want some juice, B?"

e. Echoes simple 3 - 5 word sentences
    (1) "I love you."
    (2) "Here your shoes."
f. Rarely repeats what one asks her to repeat
g. Sometimes answers questions with nonsense answer
h. Rarely answers sensibly

3. Conceptual (little, if any, response)

Social Maturity

4.5 1. Self Care
    a. Toileting
        (1) Has a schedule of elimination
        (2) Goes to toilet by self, sits on toilet with pants up, requires assistance to pull pants down
        (3) When finished toileting, will stand up, and will occasionally pull up pants
    b. Safety
        (1) Usually stays on sidewalk
        (2) Will step away when she hears a car passing
    c. Feeding
        (1) Drinks from cup with one hand by self
        (2) Holds spoon in fist
        (3) Eats food from spoon by self, usually spills food
        (4) Chews and swallows quietly
        (5) Eats slowly
        (6) Stuffs large quantities in mouth
        (7) Tears, rather than bites, pieces from toast
        (8) Requires supervision during eating
2. Self Help and Independence
    a. Will sometimes allow one to hold her hand to wash face and hands
    b. Will sometimes allow one to hold her hand to brush teeth
    c. Holds hair brush but needs guiding hand to brush hair
    d. Needs help to dress and undress
    e. Pulls up pants occasionally
    f. Takes off shoes

Social Interaction

1. Usually sits alone, rocking, and holding an object
2. Usually waits for someone else to initiate any interaction
3. Demonstrates ability to respond to other individuals
    (a) Will call attendant's name
    (b) Will hit or kick people who do things she doesn't want, or are too close for comfort
    (c) Will tell people to sing
    (d) Sings with people
4. Demonstrates affection

Social Maturity

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3. Demonstrates ability to respond to other individuals
    (a) Will call attendant's name
    (b) Will hit or kick people who do things she doesn't want, or are too close for comfort
    (c) Will tell people to sing
    (d) Sings with people
4. Demonstrates affection

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Self Concept Compet - 24.0 2. Demonstrates ability to name/touch parts of his body Compet - 24.2.0 3. a. Demonstrates ability to point to gross body parts: head, arms, legs, and tummy. Beachy b. Demonstrates ability to point to fine body parts: facial features, fingers and toes. Beachy	Teacher's systematic observation of student exhibiting the behavior " " "	A. 1. Teacher names and touches gross body parts. 2. Teacher takes student's hand and touches parts with student's hand as she names gross body parts. 3. Teacher sings names of gross body parts as she touches student's body parts with student's hand. 4. Teacher asks student to touch gross body parts and rewards with kiss or food. B. Use same methods as with gross body Parts. Beachy	N

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aineeship Program 3. PRESCRIPTION WRITER Carolene Beachy CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
's systematic tion of student ing the behavior	A. 1.Teacher names and touches gross body parts.	None	Teacher or Aide	Quiet isolated area
"	2.Teacher takes student's hand and touches parts with student's hand as she names gross body parts.	"	"	"
"	3.Teacher sings names of gross body parts as she touches student's body parts with student's hand.	"	"	"
"	4. Teacher asks student to touch gross body parts and rewards with kiss or food.	"	"	"
	B. Use same methods as with gross body Parts. Beachy			

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. Communication (Compet - 26.0) 2. Possesses expressive language skills adequate for simple social interaction on a one to one basis. (Beachy) 3. a. Makes wishes known through gestures and simple 3-5 word sentences occasionally	Teacher's or Language Therapist's systematic observation of student exhibiting behavior	For all specific objectives: daily sessions with language therapist would be most helpful or at least weekly consultation from language therapist with teacher working with subjec on a daily basis. A.1. Encourage any verbal vocalization 2. Record conversation" and replay for subject. 3. Provide instances for subject to verbalize wishes - at mealtime don't give favorite food immediately, wait for subject to

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher's or Language herapist's systematic bservation of student xhibiting behavior	For all specific objectives: daily sessions with language therapist would be most helpful or at least weekly consultations from language therapist with teacher working with subject on a daily basis.			
	A.1. Encourage any verbal vocalization.	None	Language Therapist, Teacher, Aide, and Ward Attendant	Quiet, pleasant room.
	2. Record conversation" and replay for subject.	Cassette Recorder	"	"
	3. Provide instances for subject to verbalize wishes - at mealtime don't give favorite food immediately, wait for subject to	Food	"	"

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Communication (continued) b. Make wishes known through 3-5 word sentences regularly (Beachy) c. Imitates simple 3-5 word sentences (Beachy)	Teacher's or Language Therapist's systematic observation of student exhibiting the behavior	express desire for food, and encourage vocalization of desire. (Beachy) 4. In simple activities, such as walks, on a one to one basis, talk about what is happening and capitalize on any spontaneous verbalization by repeating it and repeating it in different ways. B.1. When subject does verbalize wish, repeat it and repeat it in different ways, encouraging vocalization rather than gestures.	N

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ineeship Program   3. PRESCRIPTION WRITER Carolene Beachy   CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
s or Language st's systematic tion of student ing the behavior	express desire for food, and encourage vocalization of desire. (Beachy) 4. In simple activities, such as walks, on a one to one basis, talk about what is happening and capitalize on any spontaneous verbalization by repeating it and repeating it in different ways. B.1. When subject does verbalize wish, repeat it and repeat it in different ways, encouraging vocalization rather than gestures.	None "	Language Therapist Teacher, Aide, and Ward Attendant	Quiet, pleasant room "

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. Communication (continued) d. Answers simple questions (Beachy)	Teacher's or Language Therapist's systematic observation of student exhibiting the behavior.	C.1.Encourage subje to imitate familiar words. 2. March to famil iar rhythms-1,2,1,2 3. Introduce new rhythms and encourag ing subject to repeat new rhythm as she marches. 4. Review familia songs. 5. Introduce new songs. 6. Praise all eff orts at imitation D.1. Ask simple que tions that encourag conversation (Compe 2. Encourage any answer to simple question. 3. Praise and cap talize on sensible answers to questio

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher's or Language Therapist's systematic observation of student exhibiting the behavior.	C.1. Encourage subject to imitate familiar words.	None	Language Therapist, Teacher, Teacher's Aide and Ward Attendant	Quiet, pleasant room
	2. March to familiar rhythms-1,2,1,2	"		"
	3. Introduce new rhythms and encouraging subject to repeat new rhythm as she marches.	"		"
	4. Review familiar songs.	None	Langauge Therapist, Teacher, Teacher's Aide, and Ward Attendant	Quiet, pleasant room
	5. Introduce new songs.	"		
	6. Praise all efforts at imitation	"		"
	D.1. Ask simple questions that encourage conversation (Compet)		"	"
	2. Encourage any answer to simple question.	"	"	"
	3. Praise and capitalize on sensible answers to questions	"	"	

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Toileting (Compet - 32.0) 2. Perform toilet procedures to cleaning self (excludes wiping self and washing hands) (Beachy) 3. a. Remove clothes, command "Pull down Pants" (Compet-32.3.2) Note: Subject can go to bathroom when she has need, will sit on toilet by self, will stay until finished, and then stand up	Teacher's systematic observation of student exhibiting behavior " "	a.1. Be sure that garments are loose enough to be easily removed by subject. 2. Place subject's hands on pants(thumb on inside), command "Pull down your pants" and assist subject in pulling down pants. 3. Using method a.2 (above) assist subject in pulling pants half-way down, and encourage subject to complete job. Enthusiastically praise when smallest effort is tried. (Beachy)	Toi Gar to sub

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
's systematic tion of student ing behavior	a.1. Be sure that garments are loose enough to be easily removed by subject.	Toilet Garments loose enough to be easily removed by subject.	Ward attendant or Teacher Aide	Bathroom Area
"	2. Place subject's hands on pants(thumb on inside), command "Pull down your pants" and assist subject in pulling down pants.	"	"	"
"	3. Using method a.2 (above) assist subject in pulling pants half-way down, and encourage subject to complete job. Enthusiastically praise when smallest effort is tried. (Beachy)	"	"	"
		"	"	"

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. Toileting (continued)	Teacher's systematic observation of student exhibiting behavior	4. Using method a. do not assist subject in pulling pa down. Praise the smallest effort. 5. When subject ca pull down pants af hands are placed o pants, command subject to pull down pants without assis ance in having han placed in pants. Reward with verbal praise.
3. b. Replace clothes, command "Pull up your pants" (Compet 32.2.10)	"	b.l. Use same seri of methods for pulling down pants,onl pulling up pants instead. (Beach

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher's systematic observation of student exhibiting behavior	4. Using method a.2, do not assist subject in pulling pants down. Praise the smallest effort.	Toilet Garments loose enough to be easily removed by subject.	Ward attendant or Teacher Aide	Bathroom Area
"	5. When subject can pull down pants after hands are placed on pants, command subject to pull down pants without assistance in having hands placed in pants. Reward with verbal praise.	"	"	"
	b.1. Use same series of methods for pulling down pants, only pulling up pants instead. (Beachy)	"	"	"

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. Grooming (Compet - 36.0) 2. Brushes Hair (Compet - 36.4.2) 3. a. Holds hair brush (Beachy)	Teacher's systematic observation of student exhibiting behavior	Label hairbrush for identification. a.1. Place hair brush in hand and help subject hold hair brush while commanding "Hold the brush" 2. Hand brush to subject and command "Hold the brush" and allow subject to hold brush independently.	Name brus
b. Brushes hair with assistance (Beachy)	"	b.1. Guide subject's hand with brush on hair in an established routine - example right side, left side, front, top, back. While brushing talk about where and how we brush hair. Compliment on pretty hair.	(Bea

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
's systematic tion of student ing behavior	Label hairbrush for identification. a.1. Place hair brush in hand and help subject hold hair brush while commanding "Hold the brush"	Name - labled hair brush	Teacher, teacher aide, or Ward Attendant	Bathroom Area or specified area of classroom or ward
	2. Hand brush to subject and command "Hold the brush" and allow subject to hold brush independently.	"	"	"
"	b.1. Guide subject's hand with brush on hair in an established routine - example: right side, left side, front, top, back. While brushing talk about where and how we brush hair. Compliment on pretty hair.	" (Beachy)	"	"

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. Grooming (continued) c. Brushes hair independently (Beachy)	Teacher's systematic observation of student exhibiting behavior	b.2. While brushin hair, sing, "This the way we brush o hair, brush our ha brush our hair..." c.1.Command subjec to brush hair by s one area at a time rewarding effort with praise. 2. Command subje to brush hair by s several areas at o time. 3. Command subje to brush hair with out specifying rou ine areas - reward effort with praise accomplishment, wi much praise and co pliment on how nic hair looks. (Beach

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher's systematic observation of student exhibiting behavior	b.2. While brushing hair, sing, "This is the way we brush our hair, brush our hair, brush our hair..."	Name-labeled brush	Teacher, Teacher Aide, or Ward Attendant	Bathroom area or specified area c classroom or wa
	c.1. Command subject to brush hair by self, one area at a time, rewarding effort with praise.	"	"	"
	2. Command subject to brush hair by self several areas at one time.	"	"	"
	3. Command subject to brush hair without specifying routine areas - reward effort with praise; accomplishment, with much praise and compliment on how nice hair looks. (Beachy)	"	"	"

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CASE OF LM

I. IDENTIFICATION

C.A. 14-0

Sex: Male

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

In an examination given on September 11, 1964, LM was described as:
Microcephalic
453 Profound Mental Retardation
Spastic Quadriplegia
Amino Aciduria

An oral examination performed December 1972 states that LM has an open bite, very high and narrow palate with an inverted V chipped out of maxillary incisors. His mandelular teeth slant posteriorly.

He has an EEG seizure pattern, but has never had a seizure to anyone's knowledge.

LM was placed on Valium in June 1968. When re-examined January 15, 1969, he was described as "less spastic."

On September 16, 1969, surgery for replacement of the hips into their sockets was performed. Surgery-wise, the results were good, but motor activity did not improve.

On November 15, 1967, it was felt that although LM had shown no progress from a motor standpoint since his surgery, he had the potential to ambulate and bilateral long leg braces with pelvic and thoracic bands were ordered for him.

Upon the completion of his braces in January of 1968, LM was placed on an almost daily physical-therapy program. The purpose of which was to increase the mobility of his lower extremities, and to work on sitting balance and reciprocal movements. (After doing the prescribed exercises he was braced and an attempt would be made to walk him through the parallel bars. He was then stood in a walker for a half hour period. If time permitted the braces remained on him and in the afternoon he was walked in the parallel bars and stood in the walker again.)

On re-evaluation on August 18, 1971, it was stated that although LM had no fixed deformity to prevent him from ambulation, he hasn't succeeded. His major milestone is standing in the parallel bars and braces.

The physical therapy program was discontinued at this time.

Motor Development

451 LM's motor level is that of having established head control, rolling, and assuming a forearm rest position. It is in this forearm rest position that he propels himself around the unit. He has only partly established sitting balance and shows no ability to reciprocate in crawling or walking. He is below a six-month level in motor development.

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LM is limited to only 90° bilaterally in hip and knee flexion. This is mainly due to spastic quadriceps which keep him in extension. (The quadricep is the large muscle at the front of the thigh which functions to extend the leg when contracted.) The upper extremities are only slightly involved and are under voluntary control although little functional activity is performed.

Intellectual Development

Psyche Infant Intelligence Scale administered February 17, 1961.
M.A. - 6.4 months -- severely retarded

CASE OF LM

Intellectual Development (Continued)

Cattell Infant Intelligence Scale - February 17, 1961
I.Q. - 12
M.A. - 7.2 months
C.A. - 5-11
B.A. - 6 month level

R-E-P (Receptive-Expressive-Phonetic) Language Scale

November 25, 1968	December 6, 1972
R - 28 weeks	R- 28 weeks
E - 20 weeks	E- 20 weeks
P - 28 weeks	P- 24 weeks

455

Overall Communication Skills
LM's overall communication is at an infantile level. He vocalizes with limited, but differentiated gross sounds. LM's hearing is within adequate limits for gross sounds (70 decibels); however, he is functioning at a profound level of retardation.

Social Development

Tests administered March 25, 1966: LM performed at level V of adaptive behavior.

Tests administered December 10 and December 11, 1968:
LM showed the following six month skills to be present, using Vineland Social Maturity Scale: sliding, crawling, balancing the head, reaching for nearby objects and rolling over.

His social quotient was 5 (profoundly retarded range).

His adaptive behavior was at level I.

On January 15, 1969, Therapeutic Recreation Department noted that LM's functional on the Social Interaction Scale at level "C."

456 In November of 1971 it was observed that LM plays independently with toys, and especially enjoys outdoors. He participates in parallel play exhibiting no aggression toward the other children. The conclusion was drawn that his behavior is at infantile level.

On December 6, 1972, it was further observed that:

LM uses a few gestures relative to basic emotions (i.e., when angry he shakes his head rapidly and tightens his facial muscles, or he shakes his hands when happy).

He vocalizes appropriately relative to feelings of pleasure or anger. Speech therapy was not recommended due to his low level of functioning.

III. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

C.A. - 5-11
B.A. - 6 month level

R-E-P (Receptive-Expressive-Phonetic) Language Scale

November 25, 1968	December 6, 1972
R - 28 weeks	R- 28 weeks
E - 20 weeks	E- 20 weeks
P - 28 weeks	P- 24 weeks

455

Overall Communication Skills

LM's overall communication is at an infantile level. He vocalizes with limited, but differentiated gross sounds. LM's hearing is within adequate limits for gross sounds (70 decibels); however, he is functioning at a profound level of retardation.

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III. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

LM appears to be a healthy person

He eats well but does not gain weight rapidly. (This has been the case all of his life.)

LM sleeps well

He appears to be happy, well-adjusted and emotionally stable. He is very easy to manage.

CASE OF LM

Motor Development

Gross Motor

LM demonstrates the ability to raise his head in a coordinated manner independently.

LM demonstrates the ability to roll his body completely over with ease.

Because of his physical impairment LM can only sit in a slanted Hogg chair for short periods of time.

LM demonstrates the ability to propel himself rapidly about the floor of the unit on his stomach by pulling himself forward with his forearms both being placed on the floor simultaneously.

LM demonstrates the ability to be on his back and by using his elbows and back of his head to thrust himself head first for a distance of several feet.

LM while on his stomach demonstrates the ability to roll and bounce a ball with either hand. He stops any ball rolled to him with either forearm or hand. (Mainly, he uses one of his forearms.)

When rolling, bouncing or stopping a ball LM demonstrates an ability to shift his weight to the unencumbered elbow.

Fine Motor

LM demonstrates an ability to use his fine motor skills:

By pushing open an unlocked door

By grasping the handle of a mirror in his fist and rotating it from left to right with a wrist movement

By grasping a toy tractor two inches long, one inch high and a quarter inch to one inch wide in a pincers movement of his thumb and first finger. This movement was accomplished by reaching for and lifting the tractor from a picnic table while he was in sitting position in a Hogg chair, indicating the use of eye-hand coordination to some degree.

Further hand-eye coordination was exemplified by reaching for a sucker in the case writer's hand and placing it in his mouth.

LM demonstrated an ability to make a turning or screwing movement with his hands when he was given a Fisher-Price toy replica of a transistor radio. A tune is played when a knob is turned.

The knob was stiff and therefore difficult to turn. Because of this LM could not turn the knob; however, he did attempt to turn it, utilizing the turning motion three times.

LM demonstrated an ability to clap his hands to music.

LM was able to reach for and bring a small paper cup of juice to his lips and tilt it so the juice would flow into his mouth.

Visual Motor

LM demonstrated his visual motor training:

Because of his physical impairment LM can only sit in a slanted Hogg chair for short periods of time.

LM demonstrates the ability to propel himself rapidly about the floor of the unit on his stomach by pulling himself forward with his forearms both being placed on the floor simultaneously.

LM demonstrates the ability to be on his back and by using his elbows and back of his head to thrust himself head first for a distance of several feet.

LM while on his stomach demonstrates the ability to roll and bounce a ball with either hand. He stops any ball rolled to him with either forearm or hand. (Mainly, he uses one of his forearms.)

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By grasping the handle of a mirror in his fist and rotating it from left to right with a wrist movement

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LM demonstrated an ability to clap his hands to music.

LM was able to reach for and bring a small paper cup of juice to his lips and tilt it so the juice would flow into his mouth.

Visual Motor

LM demonstrated his visual motor training:

By watching T.V.
By looking at himself in a mirror
By turning a hand mirror and observing the moving reflections
By good eye to eye fixation
By following the case writer's finger held approximately twelve inches away from his eyes, in line with the mid-point between his eyes to a point approximately six inches from his eyes
By following to some degree horizontal figure eight motion (∞) of the case writer's finger at a distance approximately six inches from his eyes.

Visual Motor (Continued)

By observing the appearance of different pictures in a slot of a toy
By following a moving tractor with his eyes.

Auditory Motor

LM demonstrated his auditory skills:
By responding to his name when called when he was facing the opposite direction
459 By imitating the sound of a tractor
By imitating various sounds including vowel sounds made by the case writer
By repeating the words: nose, hair, leg, and Davey (Emphasis in the pronunciation was on the first vowel sound)
By imitating the words: hi, yeah, and yep.

Tactile/Kinesthetic

LM demonstrated his ability to rub his crew cut with the palm of his hand.

Intellectual Development

Self Concept

LM demonstrated his ability to:
Respond to his own name when called
Name and touch his hair
Name his nose
Name his leg
Identify his own image in a mirror
To show affection
To express feelings (anger, joy, hurt)
Display sense of humor
Accepts physical handicap

Conceptual

460 LM's only success in this area was his demonstration of his ability to recognize similarity between the tractor that mows the grass and the toy tractor described earlier. When placed with two inch long toy cars, (one of which was the same color as the tractor, dark red) on a picnic table; LM chose to pick up the tractor and imitate its sound.

Social Development

Communication

LM's achievement in this area was at a low level.
LM was able to communicate happiness or sorrow through gestures.

Feeding - Eating - Drinking

LM demonstrated the ability to:
Work his jaw and tongue and eventually swallow peanut butter

Auditory Motor

LM demonstrated his auditory skills:

- By responding to his name when called when he was facing the opposite direction
- By imitating the sound of a tractor
- By imitating various sounds including vowel sounds made by the case writer
- By repeating the words: nose, hair, leg, and Davey (Emphasis in the pronunciation was on the first vowel sound)
- By imitating the words: hi, yeah, and yep.

Tactile/Kinesthetic

LM demonstrated his ability to rub his crew cut with the palm of his hand.

Intellectual Development

Self Concept

LM demonstrated his ability to:

- Respond to his own name when called
- Name and touch his hair
- Name his nose
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- To express feelings (anger, joy, hurt)
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Social Development

Communication

LM's achievement in this area was at a low level.
LM was able to communicate happiness or sorrow through gestures.

Feeding - Eating - Drinking

LM demonstrated the ability to:

- Work his jaw and tongue and eventually swallow peanut butter.
- Drink from a small paper cup, although he continues to have liquid flow into his mouth when it is filled without stopping to swallow.
- Can place a sucker in his mouth, chew and swallow the pieces.

Social Interaction

LM demonstrates:

- An awareness of other individuals including his peers.
- An ability to seek attention by means of pulling peers' hair in a teasing manner and grasping clothes of others.
- To participate in appropriate play exemplified by rolling a ball back and forth with another participant.

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1. STUDENT CODE LM 2. LOCATION Summer Traineeship Program 3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. PHYSICAL DEVELOPMENT			
2. GENERAL OBJECTIVE To develop the ability to become ambulatory	Demonstrates assigned tack	Pull himself over height of chinning bar	
3. SPECIFIC OBJECTIVE To develop the ability to raise himself to a standing position	Demonstrates assigned task		Chi at fro
1. GROSS MOTOR			
2. GENERAL OBJECTIVE To develop the ability to become ambulatory	Demonstrates assigned task		
3. SPECIFIC OBJECTIVES a. To develop flexibility of ankle joints b. To develop flexion in hips and knees	Demonstrates assigned task	Massage and manipulate ankle joints Exercises done with cage ball	36"

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ineeship Program   3. PRESCRIPTION WRITER John Murphy   CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
rates assigned	Pull himself over height of chinning bar		Teacher Aide	
rates assigned		Chinning bar - Start at height 6-8 inches from floor		
rates assigned				
rates assigned	Massage and manipulate ankle joints Exercises done with cage ball	36" Cage Ball	Two people needed	

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1. STUDENT CODE LM 2. LOCATION Summer Traineeship Program 3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. FINE MOTOR 2. GENERAL OBJECTIVE To develop the ability to hand feed 3. SPECIFIC OBJECTIVE To develop the ability to perform a pincer grasp	Demonstration of objective	Have subject reach for and grasp small objects in one's hand or on a table
1. VISUAL MOTOR 2. GENERAL OBJECTIVE To develop ability for whole/part discrimination 3. SPECIFIC OBJECTIVE To put together a 3-piece puzzle	Performs specified task	Find large picture of a tractor (preferably red in color). Cut ou front wheel, rear wheel and body of tractor. At first scotch tape front & rear wheels of tracto to the main body so it is one piece. Have subject insert this into the outline.

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
monstration of jective	Have subject reach for and grasp small objects in one's hand or on a table	Toy tractor Cars Sucker Paper Cup containing orange juice	Teacher Aide	
rforms specified sk	Find large picture of a tractor (preferably red in color). Cut out front wheel, rear wheel and body of tractor. At first scotch tape front & rear wheels of tractor to the main body so it is one piece. Have subject insert this into the outline.	Large picture of a tractor Scissors Cardboard Glue Scotch tape	"	

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
VISUAL MOTOR (Continued)		Then remove the rear (larger) wheel so that you have a 2-piece puzzle. Then remove the front wheel and now you have a 3-piece puzzle.	
1. VOCAL MOTOR 2. GENERAL OBJECTIVE To repeat single words	Demonstrates increased vocalization of sounds	Bernice Baumgardner Pa. State Dept. of Education	
3. SPECIFIC OBJECTIVE To develop flexion of jaw and tongue muscles.		Feed subject peanut butter. Have him observe his movements in a mirror	Pea Spo Mi

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Then remove the rear (larger) wheel so that you have a 2-piece puzzle. Then remove the front wheel and now you have a 3-piece puzzle.			
rates increased zation of sounds	Bernice Baumgardner Pa. State Dept. of Education		Teacher Aide	
	Feed subject peanut butter. Have him observe his movements in a mirror	Peanut butter Spoon Mirror		

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. MOTOR - TACTILE-KINESTHETIC 2. GENERAL OBJECTIVE To develop an interest in exploring objects tactually 3. SPECIFIC OBJECTIVE To identify smooth/rough	When subject indicates an ability to perform the assigned task	Have subject reach into a box and take out one of two alphabet size blocks of wood. One piece would be covered with rayon material the other with sandpaper.
1. INTELLECTUAL - SELF-CONCEPT 2. GENERAL OBJECTIVE To develop ability to name and touch parts of his body 3. SPECIFIC OBJECTIVE To develop the ability to name and touch his arm, leg, nose and mouth	Demonstrates ability to do assigned task	Touch and say the specified part of th body or your own person. First bring his hand to the specified part of the body on your person and say its name. Then bring his hand to the specified part on his body and say its name.

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mer Traineeship Program 3. PRESCRIPTION WRITER John Murphy CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
hen subject indicates n ability to perform he assigned task	Have subject reach into a box and take out one of two alphabet size blocks of wood. One piece would be covered with rayon material the other with sandpaper.	Box - 1 Alphabet Blocks - 2 Small piece of rayon cloth Small piece of sandpaper	Teacher Aide	
emonstrates ability to o assigned task	Touch and say the specified part of the body or your own person. First bring his hand to the specified part of the body on your person and say its name. Then bring his hand to the specified part on his body and say its name.			

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
INTELLECTUAL - SELF-CONCEPT (continued)		Repeat, attempting to have subject name the specified part. Say name of part slowly	
1. INTELLECTUAL - CONCEPTUAL 2. GENERAL OBJECTIVE To develop the ability to recognize differences 3. SPECIFIC OBJECTIVE To recognize differences in size, large/small	Subject demonstrates ability to do assigned task	Use two models of each of the objects listed. While one is small and the other model is large, the two models should be as identical in all other areas as much as possible	On sm li

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Repeat, attempting to have subject name the specified part. Say name of part slowly			
demonstrates to do assigned	Use two models of each of the objects listed. While one is small and the other model is large, the two models should be as identical in all other areas as much as possible	One large and one small of each of the listed objects: Toy tractor Ball Paper cup Hand mirror	Teacher Aide	

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. SOCIAL - FEEDING/EATING/DRINKING 2. GENERAL OBJECTIVE To develop the ability to drink from a cup with slot cut in cup 3. SPECIFIC OBJECTIVE To develop the ability to drink from a cup without a slot in it	Subject demonstrates ability to perform the objective	Bernice Baumgardner Pa. Dept. of Education Cut a slot from a paper cup and place small amount of orange juice in it. Increase amount gradually until he learns to swallow when his mouth is full, before taking more juice. Upon achieving this, switch to a larger paper cup, then back to the small cup without a slot cut in it, then to a large cup without a slot in it.

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mer Traineeship Program   3. PRESCRIPTION WRITER John Murphy   CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Subject demonstrates ability to perform the objective	Bernice Baumgardner Pa. Dept. of Education Cut a slot from a paper cup and place small amount of orange juice in it. Increase amount gradually until he learns to swallow when his mouth is full, before taking more juice. Upon achieving this, switch to a larger paper cup, then back to the small cup without a slot cut in it, then to a large cup without a slot in it.	Four paper cups 2 - large 2 - small Orange Juice Scissors	Teacher Aide	

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SOCIAL - GROOMING 2. GENERAL OBJECTIVE To develop the ability to brush his hair 3. SPECIFIC OBJECTIVE To identify the purpose of a hair brush	Observation	Brush own hair Brush subject's hair with the other brush using a mirror so he can observe what you are doing	Two (Mir
1. SOCIAL - SOCIAL INTERACTION 2. GENERAL OBJECTIVE To develop participation in appropriate play 3. SPECIFIC OBJECTIVE To play bongo drum in concert with another participant	Observation	Three drums, one for each child and one for yourself. Play appropriate record on record player. Show, by example. Assist by moving their hands if necessary	Thr Rec Rec

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
tion	Brush own hair Brush subject's hair with the other brush using a mirror so he can observe what you are doing	Two Hair Brushes (identical) Mirror	Teacher Aide	
tion	Three drums, one for each child and one for yourself. Play appropriate record on record player. Show, by example. Assist by moving their hands if necessary	Three Drums Record Record Player	Teacher Aide Another child	

NRRC/P FORM XIV 7-73

CASE OF S

I. IDENTIFICATION

C.A. 15-5

Sex: Female

II. REPORTS OF PRVIOUS EVALUATIONS

Physical Development

S weighed 4 pounds 7 ounces at birth and did not breathe spontaneously. Caramine was used as a stimulant to start breathing and oxygen administered for the following ten days. Cerebral hemorrhage was diagnosed at birth. Dentition occured at eight months and also at eight months S developed a fever which reached 105° and lasted 48 hours, during which time S experienced 45 grand mal seizures, alternating from one side of the body to the other. S sat with support at 10 months, without support at 14 months and crept at 14 months. Walking with support began at 24 months and alone at 30 months.

While still at home S suffered as many as 12 grand mal seizures daily, being capable of anticipating them and holding on to parents until seizure completed, usually 30 - 60 seconds. S was placed on 4 tps. Tridione b.i.d. and Phenobarbital 2 gr. b.i.d.

S was placed in residential institution at C.A. 6-6 and AAMD Classification was mental retardation due to anoxemia at birth, major motor seizure, and behavior reaction. APA Classification of chronic brain syndrome associated with convulsive disorder with behavorial reaction and severe mental deficiency.

Physical examination at C.A. 13-2 revealed no gross physical stigmata, known epilepsy with seizure pattern considered fairly well controlled as of May 1971, with 15 grand mals reported in 1970 and only 2 in 1971. Medications consisted of Dilatin gr. 3/4 T.I.D., Mysoline 250 mg. T.I.D. and Mellaril 20 mg. T.I.D.

Physical examination at C.A. 15-2 revealed S to be at approximately the 10th percentile for a 15 year old female and the 3rd height percentile for a 15 year old female. Results indicated a fairly well developed and nourished female without gross physical stigmata, ambulatory, non-verbal, and not

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CASE OF S

Physical Development (Continued)

impressions concluded mental retardation (profound), secondary microcephaly, and known seizure pattern. Present health is good.

Motor Development

S is ambulatory and can move freely on her own throughout the ward, is capable of picking up and throwing small toys and balls but has no pincer movement. S attends to visual stimuli and follows a moving object for a short time only. Auditory responses consist of a startle to a loud noise, turning head toward sound source, and attending when her name is called. S dismantles block towers and picks up small objects with the right hand only. S is very curious of objects placed in front of her but does not distinguish them in terms of size, shape or texture.

Intellectual Development

Cattell Infant Intelligence Scale administered at C.A. 6-5 with results of I.Q. 9; M.A. 6-8 months; and a basal age of 5 months with successes on test items up to the 7th and 8th month level. At the time was classified as mentally defective--profound retardation by two examining psychologists. Potential said to be possibly higher but hyperactivity prevented her from functioning with examiners. Capability at this time was response to the simplest of environmental stimulation.

Vineland Social Maturity Scale administered at C.A. 6-6 giving S.A. of 1-8 and a social quotient of 38. Again hyperactivity dominated testing situation and restraint by an attendant was necessary. During testing S used only the right hand and arm and attention span was very limited.

A diagnostic speech evaluation given at C.A. 8-2 resulted in impression that S understood very little language and was functioning at an extremely restricted infantile level in communication levels. Throughout testing situation S laughed inappropriately and auditory recognition was poor--demonhealth is good.

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EEG done at C.A. of 13-1 under no sedation with interpretation of an abnormal record demonstrating bilateral spike activity predominating in the

Intellectual Development (Continued)

left temporal area and epileptogenic activity at the right posterior regions.

Another diagnostic speech evaluation at C.A. of 14-8 revealed S's hearing to be adequate for at least gross sounds with the lowest intensity responded to being 80 db. on the Infant Audiometer. The Receptive-Expressive-Phonetic Language Scale achieved the following levels: Receptive language age of 7 to 9 months; Expressive language of 3 months; and Phonetic language of 4 to 6 months. The Mecham Verbal Development Scale (an extension of the Vineland Social Maturity Scale) achieved a language equivalent of .29. Overall expressive speech was described as inadequate for communication. Receptively S shows gross awareness of sound, responds appropriately to friendly and/or angry tones and stops activity at the sound of her name. Expressively S produces small, throaty noises, chuckles, and cries (only when hurt). Conclusions were that hearing acuity is adequate for conversational speech and the prognosis for S to ever establish any meaningful form of communication (even gesticulation) is extremely poor. No speech or hearing therapy was indicated. Presently S has no eye contact nor does she smile in response to another person's smile, however she does smile when her name is called and she is talked to. S does not denote any needs nor does she make any sounds or gestures to get attention. She has no conceptual skills.

Social Development

S is not toilet trained but is capable of feeding herself with a spoon and with the aid of a metal band which is fastened around the plate. She is also capable of taking off a coat and removing shoes, but needs help to adquately wash hands and face and brush teeth. All self help and independence skills must be done with assistance.

S plays alone by throwing toys into a pile and then moving to the pile and throwing them elsewhere. When younger, S would sit on the floor most of the day and bite and kick other children. After two years in the institution S no longer harmed other residents and would roll a ball back and to being 80 db. on the Infant Audiometer. The Receptive-Expressive-Phonetic Language Scale achieved the following levels: Receptive language age of 7 to 9 months; Expressive language of 3 months; and Phonetic language of 4 to 6 months. The Mecham Verbal Development Scale (an extension of the Vineland Social Maturity Scale) achieved a language equivalent of .29. Overall expressive speech was described as inadequate for communication. Receptively S shows gross awareness of sound, responds appropriately to friendly and/or angry tones and stops activity at the sound of her name. Expressively S produces small, throaty noises, chuckles, and cries (only when hurt). Conclusions were that hearing acuity is adequate for conversational speech and the prognosis for S to ever establish any meaningful form of communication (even gesticulation) is extremely poor. No speech or hearing therapy was indicated. Presently S has no eye contact nor does she smile in response to another person's smile, however she does smile when her name is called and she is talked to. S does not denote any needs nor does she make any sounds or gestures to get attention. She has no conceptual skills.

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Social Development (Continued)

the seizures. S does not interact with other residents.

Emotional Development

S was evaluated by a team of psychologists at a C.A. of 6-6 in order to curb hyperactivity. The hyperactivity was considered to be impulse-ridden, meaning that the rapid series of actions she goes through starts from within instead of being a reaction to distracting environmental stimuli. It was felt necessary to curb some of the internally arising impulses with drugs and instead of resorting to restraint she should be placed in an area where she is well protected, relatively free from distraction and causes of injury. Current limitations in function due to mental and emotional impairments call for assistance in washing, bathing, toileting, dressing, and eating. Skilled observation is also needed in the administration and regulation of prescribed medication for the patient incapable of assuming this responsibility.

III. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Motor Development

Gross Motor. S has the ability to raise head in a coordinated manner independently, roll body, sit erect without support, crawl in a controlled manner, stand erect, walk independently, and maintain balance, encompassing up to point 14.7 in COMPET. S enjoys walking outside and rolling about in the grass or on a mat. Balance is not highly developed but S can walk through a straight line of 6 to 8 tires while her hand is held and she is guided.

Fine Motor. S can use hands, reach, and grasp, although not in a coordinated manner, reaching point 16.3 in COMPET. There is no pincer g nor eye-hand coordination.

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Fine Motor. S can use hands, reach, and grasp, although not in a coordinated manner, reaching point 16.3 in COMPET. There is no pincer grasp nor eye-hand coordination.

Visual Motor. Attends to visual stimuli and can visually track a moving object but does not fixate on an object or make any discriminations, reaching level 18.2 in COMPET. Does not seem able to focus eyes.

Auditory Motor. Demonstrates only the ability to attend to a loud noise

Auditory Motor (Continued)

or name, point 20.1 in COMPET. Laughs and claps when music is played but will not march, raise arms, or make other bodily movements to music. Responds to simple commands.

Tactile/Kinesthetic

S demonstrates an interest in exploring objects tactually but does not differentiate, match or rank objects by texture, reaching point 22.1 on COMPET. Is very curious about objects but will only fondle for short period and hand object back or place it on table or floor.

Social Development

Self Concept. Capable of responding to own name, and does show affection whenever praised. Cannot identify body parts or recognize image in mirror. Reaches point 24.1 in COMPET.

Communication; Conceptual; Math; Nasal Hygiene; Clothing Care; Personal Safety; Pre-Vocational; Vocational. Demonstrates no ability relating to comprehension of these areas.

Toileting. Presently in toilet training program but does not remain unsoiled for extended periods, indicate need, or perform toileting procedures.

Feeding/Eating/Drinking. Demonstrates abilities from sucking, drinking, and feeding self with spoon, up to point 34.7 in COMPET. Has been in occupational therapy program with emphasis on self feeding.

Grooming. Washes hands and face and brushes hair with assistance. Encouragement needed because becomes stubborn at times. Reaches point 36.2 on COMPET.

Self Help and Independence. Demonstrates only ability to remove shoe.

Social Interaction. Demonstrates awareness of other individuals but

Tactile/Kinesthetic

S demonstrates an interest in exploring objects tactually but does not differentiate, match or rank objects by texture, reaching point 22.1 on COMPET. Is very curious about objects but will only fondle for short period and hand object back or place it on table or floor.

Social Development

Self Concept. Capable of responding to own name, and does show affection whenever praised. Cannot identify body parts or recognize image in mirror. Reaches point 24.1 in COMPET.

Communication; Conceptual; Math; Nasal Hygiene; Clothing Care; Personal Safety; Pre-Vocational; Vocational. Demonstrates no ability relating to comprehension of these areas.

Toileting. Presently in toilet training program but does not remain unsoiled for extended periods, indicate need, or perform toileting procedures.

Feeding/Eating/Drinking. Demonstrates abilities from sucking, drinking, and feeding self with spoon, up to point 34.7 in COMPET. Has been in occupational therapy program with emphasis on self feeding.

Grooming. Washes hands and face and brushes hair with assistance. Encouragement needed because becomes stubborn at times. Reaches point 36.2 on COMPET.

Self Help and Independence. Demonstrates only ability to remove shoe.

Social Interaction. Demonstrates awareness of other individuals but does not seek attention. Will participate in appropriate play if encouraged but interaction with others is very minimal.

IV. PRESCRIPTION

The following prescription for S concentrates in the areas of gross,

CASE OF S

IV. PRESCRIPTION (CONTINUED)

fine, visual, and auditory motor skills; tactile/kinesthetic; self concept; toileting; grooming; and feeding/eating/drinking. Ideas prescribed in one area may also be complimentary to the objectives in another area. The program should be administered by teacher's aide with on-going supervision of a teacher or supervisor and consulting advice from a physical therapist, nurse, attendant, and any other personnel in contact with S. The program would ideally be done on a one-to-one basis with emphasis on interaction occuring later in a small group setting.

Patience, perseverance, and affection must be shown with great emphasis on repetition of tasks and reward for correct responses. The program must also be kept as consistent as possible.

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR DEVELOPMENT		1. Compet 2. Pa.Dept. of Education	1. 2.
2. Establish, refine, and maintain skills pertaining to the useful movement of the head, torso, and extremities.	Base line data compiled during each session on each step of progression. Successful when task carried through to completion according to command or example shown "S".	4. Use large doll to demonstrate rolling or move "S" in designated manner	4.
3. a. Roll body in a controlled manner. Roll from prone position to side. In supine position, moves feet up and down. Rolls from front to back; back to front, side to side; to left or right side; rolls over completely.		Discussion of body parts while rolling along with concepts such as side/front/back	1.
b. Crawl in a controlled manner. Hand objects to "S" when in a crawling position so one hand must be used to obtain object while other maintains balance in crawling position.	Completion of task according to objective	Toy or reward can be given to encourage crawling toward a target	

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TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ne data compiled each session on ep of progress- uccessful when rried through letion accord- command or shown "S". ion of task g to objective	1. Compet 2. Pa.Dept. of Education 4. Use large doll to demonstrate rolling or move "S" in designated manner Discussion of body parts while rolling along with concepts such as side/front/back Toy or reward can be given to encourage crawling toward a target	1. Compet 2. Pa.Dept. of 4. Large area mats Incline mats Tunnels to crawl through 1. Sister M. Leonard McGuire Memorial Home	Teacher's Aide with supervision from Teacher and consultation of physical therapist	Residential area which is relatively free from distractions and well equipped with mats or Outdoors

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR DEVELOPMENT (continued)		2. Compet
c. Demonstrates ability to maintain balance 1. Stands on one foot with aid 2. Stands on one foot without aid 3. Swings and sways while on one foot 4. Walks balance board 5. Walks inclined surface 6. Walks inclined balance board 7. Walks on narrower incline boards	Completion of task as designated without losing balance.	4. Use of mats, vestibular boards, balance beam. Also walking through tire and bouncing on edges of tires
d. Demonstrates ability to throw and catch 1. Development of eye/hand coordination to roll ball 2. Development of grasp to hold ball over head with full arm extension 3. Use of both hands in rolling ball	Throwing and catching of ball, rolling to designated person or target	Encourage "S" to hold ball with hands extended away from body and make associations as to where to throw the ball, such as to me or toward the toy, etc. to develop other concepts

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Completion of task as designated without losing balance.	2. Compet 4. Use of mats, vestibular boards, balance beam. Also walking through tires and bouncing on edges of tires	Mats, harness placed around waist with ropes on two sides to prevent falling. Incline boards and balancing beams ranging from widths of 10" to 2". Several used tires.	Teacher Aide and attendant Two people are needed to prevent falling	Area of little distraction
Throwing and catching of ball, rolling to designated person or target	Encourage "S" to hold ball with hands extended away from body and make associations as to where to throw the ball, such as to me or toward the toy, etc., to develop other concepts	Start with soft foam balls or balls of a larger size and bright colors. Texture of balls should also be varied. Records stressing activity may also be used.	Teacher's Aide	Play area where possible interaction with others may occur

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. FINE MOTOR DEVELOPMENT 2. Establish and expand the capability of the hands and fingers in accomplishing functional tasks and expand eye/hand coordination. 3. a. ability to move hands together in unison b. ability to reach with both hands grasping an object c. development of pincer grasp d. eye/hand coordination while using grasp movements e. building block towers	Completion of task according to designated objective Grasping of moving objects. Completion of tower and removing of tower	Play pat-a-cake, clapping hands, tickle plam of hand, place objects just out of reach of "S" and encourage her to reach for and grasp them. Something that makes noises such as a small bell was effective. (Horner)	Pup sma squ m s sma rhy Pap als

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S.S/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
tion of task ing to designated ive ng of moving s. tion of tower moving of tower	Play pat-a-cake, clapping hands, tickle plam of hand, place objects just out of reach of "S" and encourage her to reach for and grasp them. Something that makes noises such as a small bell was effective. (Horner)	Puppets, rattles small toys, peg boards, squeeze toys which make noise when squeezed small bells, balls, rhythm band instruments Paper to crumble was also effective	Teacher's Aide	Play area where little distraction occurs and well-lighted.

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1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. VISUAL MOTOR TRAINING 2. Establish and maintain ability to visually track and fixate, expansion of visual discrimination skills, development of visual/motor coordination in conjunction with gross and fine motor development 3. Demonstrates ability to fixate on objects	Recognition of objects when presented and sorting or matching them	Use familiar object such as small toys, pictures, or even movement of face of aide or attendant in front of "S". Worker should hold objects at eye level and fairly close to "S" (Horner)

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Recognition of objects when presented and sorting or matching them	Use familiar objects such as small toys, pictures, or even movement of face of aide or attendant in front of "S". Worker should hold objects at eye level and fairly close to "S" (Horner)	Small toys, blocks, brightly colored balls, wind-up toys which move and emit noise to develop fixation. Shine different colored lights in eyes and move them about slowly	Teacher's Aide	Quiet Area which can be darkened for visual discriminating of various lights and movements

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. AUDITORY DEVELOPMENT 2. Establish and refine auditory discrimination skills and expand auditory recall skills 3. a. Demonstration of ability to respond to sound pattern assocaited with various activities. b. Reproduction of claps in a playful manner c. Reproduction of a pattern or set of clapping, such as repeating three successive claps d. Demonstration of ability to reproduce sounds such as a clap, bang, slap or a laugh	Responds to simple command "come here" and "sit down". Shows change in activity with change of sound Completion of task according to objective.	Sequencing sound in reference to different types of activities to stop or start an activity. Physical activity to music should be stressed with "S" (Horner) Use assembly or "sit down" music and rhythm band activities where coordination and grasping objects are also necessary.	Sim str sou Obj tha noi

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ponds to simple mand "come here" "sit down". ws change in ivity with change sound pletion of task ording to object-	Sequencing sound in reference to different types of activities to stop or start an activity. Physical activity to music should be stressed with "S" (Horner) Use assembly or "sit down" music and rhythm band activities where coordination and grasping objects are also necessary.	Simple rhythm records stressing varying sounds and tempos. Objects to bang or tap that elicit pleasant noises.	Teacher's Aide	Interaction in a small group for this activity would encourage more movement and sound reproductions would be louder. Modeling from other group members may also occur

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1. TACTILE-KINESTHETIC DEVELOPMENT	Exploration of objects	Exploration of environment, touching various textures and consistencies.
2. Establishment and refinement of the sense of touch	Correct use given or mimicked for that object	
3. a. Demonstrates interest in exploring objects tactually		Objects in water play, such as sponge and plastic toy (Horner)
b. Demonstrates the ability to identify objects using tactile cues		
c. Identifies materials when blindfolded	"S" showed use of hair brush when presented blindfolded	Blindfold "S" and present objects and observe reactions to objects. (Compet)

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
xploration of objects orrect use given or imicked for that bject	Exploration of environment, touching various textures and consistencies. Objects in water play, such as sponge and plastic toy (Horner)	Soft, fuzzy, rough, hard, any textural variables - sandpaper glass, hot and cold water, fur, wood, sticky materials, light and heavy objects	Teacher's Aide	Exploration of environment, outdoors, any area which provides a new and unique situation
S" showed use of air brush when resented blindfolded	Blindfold "S" and present objects and observe reactions to objects. (Compet)	Blindfold, other objects of varying textures, temperatures, weight	Teacher's Aide	Distraction-free area

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SELF-CONCEPT 2. Perception of own identity 3. a. Makes eye contact with speaker, turns toward speaker. b. Makes eye contact with image of self in mirror	Establishment of eye contact with speaker and turning toward speaker	Call name from various positions around "S" and reward for correct response. Also hold objects in front of eyes or stand very close to "S" in face-to-face position, repeating her name and reinforcing any eye contact. A toy or noise emitting object was effective in getting "S" to look at me.	Mir ing gam men par Body fla mann Did Repe when ing Poin when dres when take tive are assi niti

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UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
nment of eye with speaker ing toward	Call name from various positions around "S" and reward for correct response. Also hold objects in front of eyes or stand very close to "S" in face-to-face position, repeating her name and reinforcing any eye contact. A toy or noise emitting object was effective in getting "S" to look at me.	Mirror, records stressing body parts, group games encouraging movement of specific body parts. Body puzzle, dolls, flannel boards with mannequins. Did not react to mirror Repeat name of "S" whenever moving, changing activities, etc. Point out body parts whenever washing and dressing. Group games where name calling takes place is effective and when body parts are mentioned. Must be assisted in body recognition at this time (Horner)	Teacher's Aide	Area with floor length mirrors well situated so that "S" can see all of body

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. TOILET TRAINING 2. To establish and maintain self care in the area of toileting 3. Establish pattern of elimination	Baseline evaluations during inception of program and follow-up. Success when self-toileting is achieved.	Baseline should include the date, time, condition of pants, type of elimination, use of toilet (yes or no) Following routine should be used: Lead "S" to toilet gently; say name and guide "S" hands in pulling down pants; place "S" on toilet, remain with "S" and give reward if voiding occurs within 5 minutes. If no result after 5 minutes, remove "S" from toilet gently; encourage child to wipe self;

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Baseline evaluations during inception of program and follow-up. Success when self-toileting is achieved.	Baseline should include the date, time, condition of pants, type of elimination, use of toilet (yes or no) Following routine should be used: Lead "S" to toilet gently; say name and guide "S" hands in pulling down pants; place "S" on toilet, remain with "S" and give reward if voiding occurs within 5 minutes. If no result after 5 minutes, remove "S" from toilet gently; encourage child to wipe self;	Mother's patience key to toilet training I.U.08	Ward Attendant	Residential or institutional bat room Should be relativ ly free from distraction and main- tain a clean and pleasant atmosphe

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TOILET TRAINING (continued)	Baseline evaluations during inception of program and follow-up Success when self-toileting is achieved	encourage pulling up of pants by guiding hands; assist "S" in washing hands. "S" should be placed on toilet at regular intervals until a pattern of elimination is established and then taken about 5 minutes before elimination usually occurs. Praise for correct procedure should be given immediately. Meals must also be kept at consistent times. Avoiding buttons, snaps, straps and zippers may be	Mot to I.U

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STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ne evaluations inception of m and follow-up s when self- ing is achieved	encourage pulling up of pants by guiding hands; assist "S" in washing hands. "S" should be placed on toilet at regular intervals until a pattern of elimination is established and then taken about 5 minutes before elimination usually occurs. Praise for correct procedure should be given immediately. Meals must also be kept at consistent times. Avoiding buttons, snaps, straps and zippers may be	Mother's patience key to toilet training I.U.08	Ward Attendant	Residential or institutional bathroom Should be relatively free from distraction and maintain a clean and pleasant atmosphere

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1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
TOILET TRAINING (Continued)	Baseline evaluations during inception of program and follow-up Success when self-toileting is achieved	more effective - elastic is much more manageable. Program must be kept very consistent to become effective. (Compet) (I.U.08) Toileting Procedure

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
aseline evaluations uring inception of rogram and follow-up uccess when self- oileting is achieved	more effective - elastic is much more manageable. Program must be kept very consistent to become effective. (Compet) (I.U.08) Toileting Procedure	Mother's patience key to toilet training I.U. 08	Ward Attendant	Residential or institutional bathroom Should be relatively free from distraction and maintain a clean and pleasant atmosphere

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1. FEEDING/EATING/DRINKING 2. To build sequential eating skills necessary for eventual independence and development of socially acceptable manners and eating habits 3. a. Demonstrates ability to use other utensils "S" uses only the right hand in feeding or other activities. b. Demonstrates appropriate manners and social graces at mealtime	Ability to drink from cup and feed self with spoon Use of other utensils in self-feeding	Feeding the Child with a Handicap Compet U.S. Dept of Health Education & Welfare Introduce fork only after "S" maintains good control of spoon. Beginning foods should be soft and mushy and gradually progress to pieces of potato & meat and lastly such items as peas and corn. Encourage "S" to maintain good posture and sitting balance (Marie Moore Project 6)	Eat ed cie Met pla pres on A va food deve habi

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STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
to drink from feed self with other utensils -feeding	Feeding the Child with a Handicap Compet U.S. Dept of Health Education & Welfare Introduce fork only after "S" maintains good control of spoon. Beginning foods should be soft and mushy and gradually progress to pieces of potato & meat and lastly such items as peas and corn. Encourage "S" to maintain good posture and sitting balance (Marie Moore Project 6)	Eating utensils designed for the most efficient use by "S" Metal ring must be placed around plate presently to keep food on plate as "S" eats. A variety of healthful foods also encourages development of eating habits	Occupational Therapist	Cafeteria where correct eating skills are stressed and consistent observation of mealtimes are made

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. GROOMING 2. Establishment and refinement of basic skills pertaining to the care of the body 3. a. Ability to wash own hands and face	Completion of objective by achieving goal	Begin by subjecting "S" to water play in which much use of the hands is stressed. Standing behind "S" get her to pick up sponges then wash cloth and then familiarize her with it. After water play is familiar to "S", take her to bathroom and while standing behind "S" prepare water, soap and wash cloth while guiding "S" through these movements. Encourage "S" to then wash face and hands and to then dry self. This program should be

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
pletion of objective achieving goal	Begin by subjecting "S" to water play in which much use of the hands is stressed. Standing behind "S" get her to pick up sponges then wash cloth and then familiarize her with it. After water play is familiar to "S", take her to bathroom and while standing behind "S" prepare water, soap and wash cloth while guiding "S" through these movements. Encourage "S" to then wash face and hands and to then dry self. This program should be	Small plastic tub with sponges, small floating plastic toys, and wash cloth placed in water. Towel	Occupational Therapist	Water play outdoors All other activity in washroom area

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GROOMING (continued)		repeated after each toileting and after every meal, after "S" has become accustomed to washroom area.	
b. Ability to care for hair	Brushing of hair on own	Select a brightly colored and durable brush which "S" is able to hold adequately (Horner)	Hai

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	repeated after each toileting and after every meal, after "S" has become accustomed to washroom area.			
g of hair on	Select a brightly colored and durable brush which "S" is able to hold adequately (Horner)	Hair Brush	Occupational Therapist	Washroom

NRRC/P PRESCRIPTION PLANNING RECO

DUQUESNE UNIVERSITY
1. STUDENT CODE S 2. LOCATION Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. SELF-HELP AND INDEPENDENCE 2. Establish and maintain independence in putting on and removing basic clothing articles. 3. Remove pants; put on pants	Completion of task	Use reverse chaining process i.e. place S's pants almost to waist and help her move them into position. Gradually move pants to a lower position; then placement of legs in pants by self and pulling them up. Also encourage removal by "S"

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er Traineeship Program 3. PRESCRIPTION WRITER David Horner CODE

. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
mpletion of task	Use reverse chaining process i.e. place S's pants almost to waist and help her move them into position. Gradually move pants to a lower position; then placement of legs in pants by self and pulling them up. Also encourage removal by "S"	Pants without buttons or zippers Use felcron fasteners of elastic bands in pants for case of dressing/undressing	Occupational Therapist	Bathroom and bedroom

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1. STUDENT CODE S   2. LOCATION Summer Traineeship Program   3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. SOCIAL INTERACTION 2. Establish and maintain the ability to be acceptable and accepted in the immediate social environment 3. Demonstrates the awareness of other individuals	Interaction with others	Have "S" play in small groups such as rolling the ball activities and have her roll the ball toward a designated person. Social reinforcement must be given very liberally. "S" smiles and claps whenever involved in an activity with others but does not join the activity on her own. Have "S" and another child roll a large ball together or clap in unison.	Smal reco rhyt touc inte

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
tion with others	Have "S" play in small groups such as rolling the ball activities and have her roll the ball toward a designated person. Social reinforcement must be given very liberally. "S" smiles and claps whenever involved in an activity with others but does not join the activity on her own. Have "S" and another child roll a large ball together or clap in unison.	Small group games, records which stress rhythmic clapping and touching, holding, and interacting with others	Teacher's Aide	Small group situations such as activity time

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CASE OF G

I. IDENTIFICATION

G is an eighteen year old in the trainable retarded range of intellectual development who, from reports, has always been retarded and inarticulate in speech.

The mother reports that pregnancy with G was uneventful. However, though birth was spontaneous, G was born four weeks premature after twelve and one half hours of labor accompanied by bleeding. At birth she weighed 4 pounds 2-1/2 ounces. The mother further reported the following early developmental stages:

Sat and crept	9 months
Walked with support	13 months
Dentation	13 months
Walked without support	27 months
Fed self	2-1/2 years
Toilet trained	3 years
Spoke single words e.g., mama, dada	3 years
Able to understand but cannot reply	

From an early examination she was diagnosed as cerebral palsied at the age of five months

Admission to a residential facility was April 18, 1963, when G was approximately eight years old.

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

General Health. On admission (1963) G was well developed, well nourished, fairly alert, ambulatory, quite withdrawn, and described as a dysphasic child. Gross retardation was obvious. There was hypertonicity with spasticity of the left side. There was also incoordination during the fine movement of the hands.

On a recent medical evaluation (February 27, 1973) updating of height and weight indicated:

Weight percentile	50th for 11-1/2 year old female
Height percentile	30th for a 3 year old female

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517 On a recent medical evaluation (February 27, 1973) updating of height and weight indicated:

Weight percentile	50th for 11-1/2 year old female
Height percentile	30th for a 3 year old female
Vision	Good
Hearing	Adequate at least for gross sounds
Neurological	Deep tendon reflexes
Oral hygiene	Good

Impressions concluded G to be mentally retarded. Microcephaly, secondary (X-ray evidenced).

CASE OF G

Medication. None reported; however, diagnosis indicates hyperactivity without prescription of medicine. Allergy to chocolate without prescriptive medication.

Other physical problems. Cerebral palsy-hypertonicity with spasticity of the left side. Febrile illness-spasms.

Emotional Stability. Withdrawn, hyperactive.

518 Motor Development

Gross Motor. G is fully ambulatory. Reports from February 4, 1971, to June 1971, indicated that G: (1) Does not jump, hop, or turn somersaults, (2) Does walk on boards, climbs steps, creeps in cross patterns, and rolls sideways in either direction, (3) Loves music and marches to it, and (4) Attempts the record exercises.

Fine Motor. Reports show G to be able to feed self with use of spoon and fork. She can also string beads, tear paper according to instructions, and arrange (build) blocks.

Visual Motor. To do many of the activities mentioned under Gross and Fine Motor, G would need to have some ability of visual-motor ability, particularly in the stringing of beads, block building, paper tearing, and feeding.

Auditory Motor. As a result of brain damage G has been diagnosed as dysphasic-an impairment of the ability to speak, or sometimes to understand language. However, once more due to many of the skills she possess, her 519 reception is developed to the degree of understanding simple directions.

Tactile/Kinesthetic. None reported except those previously mentioned.

Intellectual Development

Conceptual/Self-Concept/Communication. These following tests were administered with results:

1. Binet, Form L. No basal was reached because of G's lack of speech. All tests were passed except No. 2 at Year II. No's

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M.A.	2-2
C.A.	7-9
I.A.	28

2. Vineland. With mother as the informant a Social Quotient of 41 was obtained. In 1966 a Social Quotient of 28 was obtained.

3. Leiter International Performance Scale. G did only Item I at Year III.

From test results G was considered a handicapped low grade retardate.

4. From a Speech Evaluation done November 3, 1972, the following information was obtained:

Hearing. Adequate for at least gross sounds.

5.0

Oral and Nasal Examination. (1) Revealed a marked disability in voluntary lingual exercises, (2) a moderate distoclusion, (3) High narrow palatial vault and some protrusion of tongue

On the R.E.P. by informant. Receptive Language Age - 24 months. Expressive Language Age - 15 months. Phonetic Language Age - 15 months.

Mecham Verbal Language Development Scale. (An extension of the Vineland Social Maturity Scale) G received a Language Age Equivalent of 1.33 years.

Conclusions. (1) Hearing acuity adequate, (2) Significant oral abnormalities, (3) Limited verbally and will use less than five words appropriately.

Recommendation. (1) No speech and/or hearing, (2) To be re-evaluated.

Social Development

Self Care/Self-Help and Independence. G takes part in the educational setting of this facility that consists of and follows the following schedule:

Feeding and Self Care	7:30-8:30 Monday - Friday 11:00-12:00 Monday - Friday
Gross Motor Development	9:00-10:00 Monday - Friday

An Occupational Progress Report on June 1, 1973, indicates:

G participates in simple exercises and does join in the signing of nursery rhymes.

G walks to the dining room and stays in line.

5

She carries her own tray, silver, food, and beverage and carries it back to table.

She recognizes her name at the table and sits in the correct place.

Puts toothpaste on brush and tries to brush her teeth.

Puts stopper in sink, pushes button for water, takes washcloth and puts soap on it, washes face and hands.

Is toilet trained.

Emotional Stability and Social Interaction. Hyperactive, withdr

50

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Puts stopper in sink, pushes button for water, takes washcloth and puts soap on it, washes face and hands.

Is toilet trained.

Emotional Stability and Social Interaction. Hyperactive--withdrawn.

III. OTHER CONTACTS

Cerebral Palsy Clinic of Children's Hospital
Board of Public Education
The Child Center

CASE OF G

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

General health - good
Not on medication
Ambulatory
Cerebral Palsy - yes, slight
Hearing - good
Vision - good
Possible overbite accompanied by tongue thrust
Small stature

Motor Development

Gross Motor
- Walks independently
- Walks through tire obstacle (7)
- Walks stairs
- Catches ball with two hands, arms and body (fair)
- Throws ball underhand with two hands, arms and body (fair)
- Moves body to music - not necessarily in time to it (body movements rigid)
- Does not run on command
- Runs with assistance
- Fear of movement in space
- Carries food tray

Fine Motor
- Grasps objects - fair
- Fine pincer grasp - picked up small rolled paper, size of pea
- Wads paper
- Builds blocks in tower (10)
- Buttons clothes

Visual Motor
- Attends to visual stimuli
- Eyes follow moving object
- Matches colors, size, shapes
- Performs task using gross eye-hand coordination movements

Auditory Motor
- Turns head to noises
- Moves toward sounds

Tactile,Kinesthetic
- Touches, picks up, and holds objects

Intellectual Development

Self Concept
- Responds to name
- Eye contact - poor
- Demonstrates the ability to name/touch parts of body after command (knows hair, ears, eyes, nose, teeth, elbow, foot, fingers, and hand)
- Responds to one-to-one relationship (best for G)
- Identifies by pointing (e.g., teacher,

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- Demonstrates the ability to name/touch parts of body after command (knows hair, ears, eyes, nose, teeth, elbow, foot, fingers, and hand)
- Responds to one-to-one relationship (best for G)
- Identifies by pointing (e.g., teacher)
- Identifies a few others by pointing when asked "Where is ______?"
- Responds to teacher

Communication

- Inarticulate speech
- Possibly knows five to six words
- Indicates awareness of being addressed
- Responds appropriately to a simple commission ("Hold my hand." "Put your hands on the table." "Throw the ball.")

Intellectual Development (Continued)

Communication (Continued)

Does not use gestures to make wish known

Conceptual

No recognition of specific shapes
No recognition of large or small
No recognition of basic colors (red, blue, yellow, green)
Could not identify numbers 1-10

Social Development

5.4

Self Help Care

Toileting

Trained
Indicates when she needs to eliminate (at any time)
Performs all toilet procedures (COMPET- 32.3.0 to 32.3.12)

Feeding/Eating/Drinking

Slow
Picks up own tray, silver, napkin, and drinks
Uses spoon and fork in fingers
Cuts with knife and fork with assistance
Drinks from cup and glass with correct finger placement
Can do COMPET 34.9.0 to 34.9.8
Carries out tray

Grooming

Can do in COMPET 36.1.0 to 36.2.11 with assitance
Brushes and combs hair with assitance
Uses talc powder
Does not demonstrate ability to care for female hygiene (informant)
Bathes or showers (informant)
Dresses self
Buttons clothes
Zips clothes
Does not tie shoes

Oral Hygiene

G is capable of doing with assistance in COMPET 38.1.0 to 38.2.16

Self Help and Indepdnence

Dresses self except for bra
Does not tie shoes
Makes bed with assistance

Social Interaction

5

Plays alone
Smiles when persons she knows, such as case writer, enters room and at times approaches
Follows simple directions

V. PRESCRIPTION

Having observed G in her self-help skills in feeding, washing, brushing teeth, and brushing/combing her hair and then having worked with her in these

No recognition of basic colors (red, blue, yellow, green)
Could not identify numbers 1-10

Social Development

5 Self Help Care

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Does not tie shoes
Makes bed with assistance

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Plays alone
Smiles when persons she knows, such as case writer, enters room and at times approaches
Follows simple directions

V. PRESCRIPTION

Having observed G in her self-help skills in feeding, washing, brushing teeth, and brushing/combing her hair and then having worked with her in these areas, the following prescription is written in order to improve these skills, and also gross motor coordination skills.

POINT. In the feeding skills it should be mentioned that G had difficulty in feeding herself because: (1) She kept her head down, (2) She has an overbite, (3) Her tongue thrusts forward while eating and drinking, (4) The spoon she ate with when necessary was too large. Therefore, as she ate, the spoon slanted backwards which resulted in the food slipping to the back of the spoon, and this accompanied with her overbite made it difficult to obtain small amounts of food, and at times none at all.

We worked: (1) With a smaller spoon, (2) On keeping her head up,
(3) On bringing the food up to the mouth, (4) And on opening the mouth
5.6 wider to accept the food. This was done by demonstration, command, and
touch.

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1. STUDENT CODE G

2. LOCATION Summer Traineeship Program

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4. LEARNING OBJECTIVES		5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	(INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Self-Help Skills 2. G.O. Ability to feed oneself 3. S.O. To use eating utensils to eat with a spoon and fork To cut or spread with a knife Teacher selects a medium-sized shallow spoon and also selects a knife and fork. Student can select own after correct identification through repetitive acts.	Book: Understanding and Teaching the Dependent Retarded Child - Chpt.3 Page 62 I.A.(5)	Judgment of teacher through observations	Use book mentioned in Column 4 by Louise Rosenzweig and Julia Long Walk with student down line of cafeteria. See if student selects correct size spoon, fork, knife. Classroom work on large/small utensils first so student can discriminate in cafeteria line	

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3. PRESCRIPTION WRITER Lee Davis CODE ________

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
gment of teacher ough observations	Use book mentioned in Column 4 by Louise Rosenzweig and Julia Long Walk with student down line of cafeteria. See if student selects correct size spoon, fork, knife. Classroom work on large/small utensils first so student can discriminate in cafeteria line	As indicated in Method. Spoon Fork Knife	Teacher . . . . Teacher . . . . Aides. . . . . Aides . . . . . Occupational Therapist . . Parent.	. Classroom . Diningroom .Classroom .Dining Area Bath Area .Home

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NRRC/P PRESCRIPTION PLANNING RECOR

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Self-Help Skills (Davis) 2. G.O. Demonstrates the ability to feed oneself 3. S.O. To use utensils correctly. To be in proper position for eating	Judgment of teacher through observation	(Davis) Allow "G" to pick up own tray and stay in correct position in the cafeterial line. As she walks down line observe to see if she chooses correct & all 3 utensil (small or medium spoon is best for "G" Observe to see if sh gets food including beverage. "G" can distinguish between regular food trays & diet food trays. In eating, try to have "G" drink her juice first. Next into area of solid food. "G" has to be reminded to keep her

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CODE ______

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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Book: Understanding and Teaching the Dependent Retarded child - Chpt.3 Pg. 66 ID(1-4) 1. Self-Help Skills 2. G.O. Ability to wash and groom 3. S.O. To wash hands To wash face To dry hands & face To empty basin and dispose of towels (Compet 36.1.0 to 36.2.11) Pg. 83-84 - Pg. 2 of 7 Pg. 3 of 7 To establish, refine and maintain basic skills pertaining to care of body	Judgment of teacher through observation. Follow instructions as set up in guidelines either under suggested activities for teacher and child or Compet "Possible Methods & Materials (to be expanded by teacher)	head up and bring food up to it. Sometimes a command is all that is necessary. Other times placement of index fingers under chin with command to bring the food up and eat it was necessary. After two weeks "G" was modified through the type of behavior. Needs to be carried through. Book By: Rosenzweig & Long Compet	As Si So Ho Wa To

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3. PRESCRIPTION WRITER Lee Davis CODE ________

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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1. Self-Help Skills 2. G.O. Demonstrate Good Oral Hygiene 3. S.O. To use own toothbrush To use proper movements Book: Understanding and Teaching Dependent Retarded Child - Chapter 3, Pg. 66 I.E. (1-2) To establish and maintain skills pertaining to a hygienic care of teeth	Judgment of teacher through observation Follow instruction in guidelines either under suggested activities for child and teacher	Book: By Rosenzweig & Long
Compet: 38.1.0 to 38.2.16 - Pg. 91-92 Pg. 2 of 4 Pg. 3 of 4	Compet "possible Methods and Materials (to be expanded by teacher)	Compet

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mmer Traineeship Program

3. PRESCRIPTION WRITER Lee Davis CODE ________

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Judgment of teacher hrough observation	Book: By Rosenzweig & Long	As indicated in Method	Teacher.........	.Classroom
			Teacher.........	.Bath Area
ollow instruction in uidelines either under uggested activities or child and teacher			Aide...........	.Classroom
			Aide...........	.Classroom BathAr
		Sink Cup Toothpaste Toothbrush	Occupational Therapist....	.Bath Area
			Parents.........	.Home Bath Area
			Nurse..........	.Classroom & Bath Area
ompet "possible Methods nd Materials (to be xpanded by teacher)	Compet			

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE G   2. LOCATION Summer Traineeship Program   3. PRESCRIPT

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
Book: Functional Teaching of the Ment.Retarded 1. Basic Physical - Perceptual Development 2. Gross Motor 3. Objectives a. To develop the child's awareness of his kinesthetic and visual abilities b. To aid the child to become aware of and develop the bodily movements involved in getting and maintaining equilibrium c. To aid in the development of an adequate body image. d. To develop a reassurance in activities involving locomotion. 3. Physical exercise Page 76-77 A-9 "Sinking Tires"	Judgment of teacher through observation	Follow procedure in book - pages 76-77 A-9 (Sinking Tires:	Li Ti Ra Pe Pi

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UESNE UNIVERSITY
Traineeship Program 3. PRESCRIPTION WRITER Lee Davis CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ment of teacher ugh observation	Follow procedure in book - pages 76-77 A-9 (Sinking Tires:	Listed on Page 76 Tires Railing Pegs Picture - Page 77 A-9	Teacher Therapist Physical Ed. Instructor	Outdoors

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1. STUDENT CODE G

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. Basic Physical Perceptual Development 2. Gross Motor 3. Objectives a. To aid in the development of the sense of balance. b. To aid the child to become aware of the need to rely on abstract perceptual clues c. To aid child to utilize visual, kinesthetic and labyrinthine sensations to maintain body adjustment d. To develop an awareness of the physical self and the potentialities of body movement Book: Functional Teaching of the Mentally Retarded. Page 73 A-7 "Balance Beam" with mirror	Judgment of teacher through observation	Procedure given in book as indicated: Page 73 A-7 "Balance Beam"(with mirror)

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mer Traineeship Program 3. PRESCRIPTION WRITER Lee Davis CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
udgment of teacher hrough observation	Procedure given in book as indicated: Page 73 A-7 "Balance Beam"(with mirror)	Listed on Page 73 "Balance Beam"(with mirror) Description of both given along with picture (A-7)	Teacher Therapist Physical Ed. Instructor	Outdoors

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Basic Physical Perceptual Development 2. Gross Motor 3. Objectives a. To develop posture and balance through walking exercises b. To develop motor coordination c. For exercise in walking and negotiating barriers Book: Functional Teaching of the Ment.Retarded (Davis)	Judgment of teacher through observation	Follow procedure in book Pages 82-84 A-14 "Stepping Ladder (Davis)	L L P C P
1. Basic Physical Perceptual Development 2. Gross Motor 3. a. To develop the child's awareness of his physical environment b. To develop and aid in the sense of balance c. To develop the child to become aware of and develop body movements	Judgment of teacher through observation	Starting with one tire (then progress to 2,4,6,8,10) assist at first, the child into the center of the tire. Demonstrate this first. Say "step in with left foot, then right foot" (See	T O d

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Traineeship Program

3. PRESCRIPTION WRITER Lee Davis CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ent of teacher gh observation	Follow procedure in book Pages 82-84 A-14 "Stepping Ladder (Davis)	Listed on Pages 82-83 Ladder Piping Cotter Pins Picture Page 83 A-14	Teacher Therapist Physical Ed. Instructor	Outdoors
ent of teacher gh observation	Starting with one tire (then progress to 2,4,6,8,10) assist at first, the child into the center of the tire. Demonstrate this first. Say "step in with left foot, then right foot" (See	Tires (approximately 10) Of various sizes and degrees of flexibilities	Teacher Therapist Physical Ed. Instructor	Outdoors

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DUQUESNE UNIVERSITY

1. STUDENT CODE G 2. LOCATION Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
(Davis) d. To develop equilibrium	Judgment of teacher through observation	which foot child wishes to use first and go by this for instruction. Then have child step out. May wish to hold instructor's hand at onset of instructing After competency is obtained with one tire increase the task by using 2,4,6,8,10. However instead of placing both feet in the tire alternate with one foot per tire. Child may also walk on, around, or bounc on tires.

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ner Traineeship Program

3. PRESCRIPTION WRITER Lee Davis

CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
udgment of teacher hrough observation	which foot child wishes to use first and go by this for instruction. Then have child step out. May wish to hold instructor's hand at onset of instructing. After competency is obtained with one tire increase the task by using 2,4,6,8,10. However instead of placing both feet in the tire, alternate with one foot per tire. Child may also walk on, around, or bounce on tires.	Tires of various sizes and degrees of flexibilities.	Teacher Therapist Physical Ed. Instructor	Outdoors

NRRC/P FORM XIV 7-73

CASE OF R

I. IDENTIFICATION

C.A. 18-0

Sex: Female

II. SUMMARY OF FUNCTIONING LEVELS

Physical Development

General health - good. There is no past history of frequent colds or other illness. Does have a rash about the mouth that comes and goes, but medical personnel cannot determine the cause.

Medication - Currently receiving phenobarbital and dilantin for seizure control.

Other physical problems - Cords of ankles were not sufficiently developed thus causing her feet to curl and give an appearance of club footedness. Records indicate that she has had as many as 16 seizures per day but that this has been controlled by medication. She is a microcephalic with her head measuring 18-3/4 inches in diameter. Suffered brain damage at birth due to perinatal anoxia. All other body parts appear to be normal in growth and development.

Emotional disturbances - None apparent or listed in medical and psychological records.

Motor Development

Gross Motor

She can move her head and move into a semi-sitting position, i.e., leaning on her elbows. Is able to draw legs up and cross them.

Fine Motor

This is negligible. Is not able to grasp objects or hold objects. When a clean diaper was placed on her head she made a semi-fist and brushed the cloth off. She did not make an attempt to pick it up and lift it off.

Visual Motor

Attends to light, but not to colored cards. Will track food and people walking by her.

Auditory Motor

Will attend to loud noises, but does not respond to her name being called. NOTE: During trips to the pool she would react both on auditory and visual level to cars and trucks passing by.

Tactile/Kinesthetic

Makes no effort to touch or handle any items placed in front of her. This appears to be one of her lowest areas.

Intellectual Development

Self Concept

Appears to have none. No reaction noted to mirror image. Has no conception of body parts.

Communication

On three occasions while in the water she made a soft "ah" sound, much

General health - good. There is no past history of frequent colds or other illness. Does have a rash about the mouth that comes and goes, but medical personnel cannot determine the cause.

Medication - Currently receiving phenobarbital and dilantin for seizure control.

Other physical problems - Cords of ankles were not sufficiently developed thus causing her feet to curl and give an appearance of club footedness. Records indicate that she has had as many as 16 seizures per day but that this has been controlled by medication. She is a microcephalic with her head measuring 18-3/4 inches in diameter. Suffered brain damage at birth due to perinatal anoxia. All other body parts appear to be normal in growth and development.

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Tactile/Kinesthetic

Makes no effort to touch or handle any items placed in front of her. This appears to be one of her lowest areas.

Intellectual Development

Self Concept

Appears to have none. No reaction noted to mirror image. Has no conception of body parts.

Communication

On three occasions while in the water she made a soft "ah" sound, much similar to cooing. Attendants indicate that this is a happy sound.

On four occasions during her lunch feeding she began to giggle for no apparent reason. After giggling she would take food off of the spoon.

When engaging in gross motor activities she would show pleasure by laughing when placed on her stomach on a 36 inch cage ball and bounced.

CASE OF R

Intellectual Development (Continued)

Conceptual
No development or readiness noted in these areas.

Social Development

Self Care Items
She is total care and solely dependent on others.

Safety Rules
No concepts

Self Help and Independence
None

Social Interaction
There is none. Even in the water and placed near another child, she did not appear to notice the other child.

III. REPORTS OF PREVIOUS EVALUATIONS

Physical

At birth she was diagnosed as microcephalic, encephaly, brain damage due to perinatal anoxia and profound mental retardation.

Speech and Hearing

R.E.P. given April 19, 1973. Following rating given:
R - 12 weeks
E - 12 weeks
P - 12 weeks
Mechan Verbal Language Development Scale

L.A.E. dated April 19, 1973. L.A.E. rated at .29. Communication Skills placed at 12 weeks.

Intellectual
In June of 1964 the Cattell Infant Intelligence Scale was administered. C.A. 8-6; M.A. 2.0; I.Q. 1.8

Social

During July of 1970 the Vineland Test of Social Maturity was administered. R had a social age of .65; C.A. 15-7; and S.Q. rated as 4.

IV. OTHER CONTACTS

Routine contacts with social services, family medical doctor, psychologists, institution medical staff including speech therapists and audiologists.

V. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

Self Care Items

She is total care and solely dependent on others.

Safety Rules

No concepts

Self Help and Independence

None

Social Interaction

There is none. Even in the water and placed near another child, she did not appear to notice the other child.

III. REPORTS OF PREVIOUS EVALUATIONS

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IV. OTHER CONTACTS

Routine contacts with social services, family medical doctor, psychologists, institution medical staff including speech therapists and audiologists.

V. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

Compatible to that of a 1.5 year old infant. Has no ability to crawl or creep. Has no grasp and there is no evidences of survival instincts. NOTE: When in the pool we would submerge her, and there would be no effort to go for air. She merely lay on the bottom of the pool in a fetal position. Muscles are soft from non-use and there is no flexibility in the feet and very little in the hands.

Motor Development

Is able to hold her head up when in a prone position suspended over the cage ball. She can sit up in a flexed knee position without help, but

Motor Development (Continued)

but must be placed in this position. Began to show some balancing traits while sitting on the cage ball the last two days. Can move into a sitting position from the supine without help. Is able to sit in a kneeling position with help. Will move head forward and sideways to attain food from a spoon.

Intellectual Development

No marked changes noted, however, she has become more aware of her surroundings and attends to more noise and people than she did in the first week.

Social Development

Is more aware of others in an area. Does not reach out to touch other children, but enjoys others touching her.

Self Help

Is now able to take food off of the spoon by herself. She will also move her head to the spoon and there is no need to "shovel" the food into her. It was noted that when she takes the food off of the spoon by herself she is able to swallow better and does not roll the food around in her mouth.

This mini-program is placed here as it can be accomplished with a minimal amount of effort. She can eat and already holds these skills. Follow up is all that is needed here.

1. Aide or teacher will not "shovel" food into her mouth.
2. Food is to be held in front of face no less than six inches away
3. No food is to be given until the child moves forward and places spoon in her mouth.
4. No food is to be shoveled off the spoon. The child will take the food off by herself.
5. No more food is to be offered until the mouth is clear.

OBJECTIVE: Offered food on a spoon the child will move head forward six inches, open mouth and take food off of the spoon by herself and will swallow the food.

Pool Activities

Emphasis here will be on getting R to straighten her legs and to have her hold them in a straight position.

OBJECTIVE: To maintain legs in stretched out position for no less than five minutes while in a swimming pool.

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Social Development

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1. STUDENT CODE R   2. LOCATION Summer Traineeship Program   3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR 2. To Increase Protective Skills 3. The Student will Thrust Hands Forward in Protective Manner when no less than 12" from the Ground, when rolled forward while in a Prone Position on a 36" Cage Ball 4. The Child, when placed in a Prone Position on the Cage Ball and rolled forward, will lift and hold head upright for no less than 10 seconds. 5. While in a Prone Position on the Cage Ball, the Child will be rolled to a Standing Position, both feet on the ground, and will remain in the standing position, with support, for two minutes	Teacher's systematic observation of student exhibiting the behavior	(3) Teacher will remain at face of child holding the hands. The aide will hold ankles of child (the child will have been placed on the 36" cage ball) The aide will roll the child forward and the teacher will extend the hands and arms, placing the palms flat on the ground. Exercise continued until child is able to open palms and reach for the floor herself (Holiday) (4) Teacher & aide will	36 by

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raineeship Program 3. PRESCRIPTION WRITER James E. Holiday CODE ______

VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS O EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
r's systematic ation of student ting the behavior	(3) Teacher will remain at face of child – holding the hands. The aide will hold ankles of child (the child will have been placed on the 36" cage ball) The aide will roll the child forward and the teacher will extend the hands and arms, placing the palms flat on the ground. Exercise continued until child is able to open palms and reach for the floor herself (Holiday) (4) Teacher & aide will	36" Cage Ball built by Everlast	Regular Teacher Aide	Special Classroom

550

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1. STUDENT CODE R 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR (Continued) (To increase protective skills)	Teacher's systematic observation of student exhibiting the behavior	work together. Teacher at head and aide holding the ankles. Child will be rolled forward toward teacher until shoulders are pointing down and head is 14" from ground. Teacher will lift head and hold it up for child. Reward the effort with appropriate reinforcement; praise the child. Continue procedure until child can lift head by self. 5. Roll the child backwards into a standing position - feet flat and knees

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er Traineeship Program 3. PRESCRIPTION WRITER James E. Holiday CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher's systematic bservation of student xhibiting the behavior	work together. Teacher at head and aide holding the ankles. Child will be rolled forward toward teacher until shoulders are pointing down and head is 14" from ground. Teacher will lift head and hold it up for child. Reward the effort with appropriate reinforcement; praise the child. Continue procedure until child can lift head by self. 5. Roll the child backwards into a standing position - feet flat and knees	36" Cage Ball built by Everlast	Teacher Aide	Special Classroom

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
GROSS MOTOR (Continued) (To increase protective skills)	Teacher's systematic observation of student exhibiting behavior	locked. At first teacher will hold child by upper arms and rock child about 2-4 inches to create some muscle movement in legs & back. The aide must hold feet firmly on the ground. Continue process until child can be rocked without the aide holding the feet. Time will differ with each child. As child grows stronger, teacher can begin to hold by forearms, then by hands. Hopefully as the exercises proceed, the	36 by

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aineeship Program

3. PRESCRIPTION WRITER James E. Holiday CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR - (continued) (To increase protective skills)	Teacher systematic observation of student exhibiting behavior	child will be able to stand and rock by himself. 6. All above exercises can be duplicated with child on his/her back.
1. GROSS MOTOR 2. To Stimulate Large Muscles 3. While lying on a blanket in prone position, the child will complete one log roll without help. 4. A log roll is defined by the child lying on his stomach, on back, legs straight, arms extended above head, and rolling from stomach to back.		1. The teacher will grasp the edge of blanket under the child. 2. The teacher will gently pull the blanket in an upward manner causing child to roll in a log-like manner.

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mer Traineeship Program 3. PRESCRIPTION WRITER James E. Holiday CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher systematic bservation of student xhibiting behavior	child will be able to stand and rock by himself.	36" Cage Ball, built by Everlast	Teacher Aide	Special Classroom
	6. All above exercises can be duplicated with child on his/her back.			
	1. The teacher will grasp the edge of blanket under the child. 2. The teacher will gently pull the blanket in an upward manner causing child to roll in a log-like manner.	Blanket should be heavy enough to stand activity	Teacher Aide	Special Classroom

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
GROSS MOTOR -(continued) (To stimulate large muscles)	Teacher systematic observation of student exhibiting behavior	3. The aide standing at the other end will duplicate the process rolling the child back to the teacher. 4. Using judgment to determine when child is ready, the teacher will assist the child in making a log roll, without the blanket being lifted.	B h a

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Traineeship Program 3. PRESCRIPTION WRITER James E. Holiday CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
her systematic rvation of student biting behavior	3. The aide standing at the other end will duplicate the process rolling the child back to the teacher. 4. Using judgment to determine when child is ready, the teacher will assist the child in making a log roll, without the blanket being lifted.	Blanket - Should be heavy enough to stand activity	Teacher Aide	Special Classroom

CASE OF CD

I. IDENTIFICATION

C.A. 18-0

Sex: Female

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

General health - good
No medication
Hearing seems normal
Vision apparently adequate, but both eyes are sunken, with amblyopia suppression and estropia of left eye
Mild spastic quadriplegia with stick-like lower extremities, laxity of all joints, and knee and ankle jerks
Arrested hydrocephaly associated with microcephaly
Reactive behavior disorder

Motor Development

Gross Motor

- Ambulatory, but with stilted walk
- Needs assistance going up and down steps
  - Alternates feet going up
  - One-foot lead coming down
- Cannot creep, but can slide across floor on one hip
- Rolls from side to side

Fine Motor

- Grasps objects
- Scribbles
- Plays with clay, balls, beads, magazines
- Bangs two objects together

Visual Motor

- Focuses eyes on object
- Kicks, throws, catches ball

Auditory Motor

- Gross reaction to loud environmental sounds
- Enjoys music
- Sometimes follows simple commands

Tactile/Kinesthetic

- No information recorded

Intellectual Development

Results of Psychological Tests

Cattell Infant Intelligence Scale

Tested July 1961
M.A. 6 months
C.A. 5-9
Severely retarded

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

General health - good
No medication
Hearing seems normal
Vision apparently adequate, but both eyes are sunken, with amblyopia suppression and estropia of left eye
Mild spastic quadriplegia with stick-like lower extremities, laxity of all joints, and knee and ankle jerks
Arrested hydrocephaly associated with microcephaly
Reactive behavior disorder

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- Needs assistance going up and down steps
  - Alternates feet going up
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- Plays with clay, balls, beads, magazines
- Bangs two objects together

Visual Motor

- Focuses eyes on object
- Kicks, throws, catches ball

Auditory Motor

- Gross reaction to loud environmental sounds
- Enjoys music
- Sometimes follows simple commands

Tactile/Kinesthetic

- No information recorded

Intellectual Development

Results of Psychological Tests

Cattell Infant Intelligence Scale

Tested July 1961
M.A. 6 months
C.A. 5-9
Severely retarded

Tested January 1965
M.A. 10 months
C.A. 9-3
Profoundly retarded

Self Concept

- Responds to name

Intellectual Development (Continued)

Communication

- Vocal, but nonverbal
- Results of examination by speech pathologist:
  - Child has no meaningful communication
  - Makes gross responses to loud environmental noises
  - Produces throaty sounds
  - Smiles at social approach
- Screams
- Undifferentiated crying
- Temper tantrums
- Sometimes obeys simple commands

Conceptual

- No information recorded

Social Development

Self Care

- Feeds self with fingers or spoon, but very slow and messy
- Drinks from glass
- Totally dependent for other needs

Self Help and Independence

- Removes coat

Social Interaction

- Fearful of examiners
- Withdrawn
- Temper tantrums
- Isolates self, with or without activity, often remaining in one spot all day unless coaxed to move
- Only destructive and abusive interaction toward peers

III. OTHER CONTACTS

- Child evaluation center
- Public nursing agency
- Family-child services agency
- Two hospitals
- School for exceptional children
- Psychologist
- Caseworker
- Institution
- No direct contact between family and child. Parents say CD is too destructive and hard to manage

IV. ASSESSMENT OF PRESENT FUNCTIONAL LEVELS

The general format of this assessment, showing CD's abilities, was taken from COMPET, pages xxiii-xxvii. It was modified or augmented only when

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IV. ASSESSMENT OF PRESENT FUNCTIONAL LEVELS

The general format of this assessment, showing CD's abilities, was taken from COMPET, pages xxiii-xxvii. It was modified or augmented only when necessary to give a more complete and accurate description of the child.

Physical Development

Very small feet and legs from the knees down, possibly making walking any distance uncomfortable

Motor Development

Gross Motor

Demonstrates ability to raise head in a coordinated manner independently

Motor Development (Continued)

Gross Motor (Continued)

- Demonstrates ability to roll body
- Demonstrates ability to sit erect
- Demonstrates ability to stand erect
- Demonstrates ability to walk independently
- Demonstrates ability to maintain balance
- Demonstrates ability to throw and catch, with coaxing
- Demonstrates ability to shift weight

Fine Motor

- Demonstrates ability to use hands
- Is able to reach
- Is able to grasp objects
- Has ability to use hands in a coordinated manner
- Demonstrates ability to perform all types of pincer grasp, but bends thumb at outer knuckle, making the grasp awkward and inefficient
- Shows eye-hand coordination while using grasp movements

Auditory Motor

- Possesses ability to attend to loud noises, but is often withdrawn, either unaware of or unresponsive to sounds around her
- To a limited extent, demonstrates ability to differentiate between sounds:
  - Rocks or claps to music
  - Enjoys pounding objects or hard surfaces to make noise
  - Follows simple commands
  - Usually responds to firm or affectionate tones of voice
- Does not reproduce sound. However, if instructor makes throaty sound, which CD is already capable of making, in a simple pattern up to three times in a row, CD will sometimes repeat the pattern she has just heard.

Tactile/Kinesthetic

- Shows interst in exploring objects tactually
- Demonstrates ability to identify a few common objects by using tactile cues
- Enjoys rubbing soft objects against face

Intellectual Development

Self Concept

- Demonstrates ability to respond nonverbally to own name when called
- Exhibits poor eye contact. Because of CD's crossed eyes, it is often difficult to determine whether or not she is looking right into speaker's eyes.
- Very infrequently demonstrates ability to show affection
- Demonstrates ability to express feelings, but in a very immature and nonverbal manner

Communication

- Possesses receptive language skills adequate for basic environmental interaction, but usually must be coaxed or physically aided to respond
- Is vocal, but nonverbal
- Uses no sounds or gestures to denote needs
- Frequently hyperventilates or makes throaty sounds when upset, excited,

- Demonstrates ability to walk independently
- Demonstrates ability to maintain balance
- Demonstrates ability to throw and catch, with coaxing
- Demonstrates ability to shift weight

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- Frequent tantrums when angry or frustrated

Conceptual

- Demonstrates ability to recognize many objects common to her environment, such as toothbrush, spoon, clothing, comb, dishes, etc.

CASE OF CD

Social Development

Self Care

Toileting

- Remains dry and unsoiled for fairly long periods of time
- Occasionally demonstrates knowledge of being wet or dirty
- After wetting or soiling will sometimes go and sit on toilet, without pulling pants down

Feeding/Eating/Drinking

- Demonstrates sucking reflex
- Drinks from a cup
- Accepts food when being spoon fed
- Is able to finger-feed self
- Demonstrates ability to use a spoon
- Is able to use fork, but does not like to and must be coaxed
- In dining room, is able to get and return dishes and tray with assistance

Oral Hygiene

- Demonstrates ability to recognize items used in brushing teeth
- Demonstrates ability to complete teeth brushing routine, with close supervision and assistance

Personal Safety

- Displays an awareness of the concept of danger
- Refrains from putting inedible and unsanitary objects in her mouth
- Withdraws from physical discomfort, such as prick of pine needle or peer aggression

Self Help and Independence

- Able to remove pants, but must be helped because bulky diapers make it difficult for her
- Is able to remove shirt when given the opportunity
- Demonstrates ability to remove shoe (loafer type)
- Is able to pull pants up from ankles with a great deal of coaxing
- Removes jacket
- Pulls pants up from ankles, with great deal of coaxing
- Demonstrates knowledge of general idea of putting on T-shirt, but requires great deal of help
- Has ability to put on shoe (loafer type)

Social Interaction

- Demonstrates an awareness of other people
- Demonstrates ability to seek attention on very rare occasions
- Has ability to follow directions but often requires coaxing and/or assistance
- Often isolates herself for long periods of time, with or without activity
- Only rarely approaches adult
- No independent peer interaction
- The author has never witnessed CD act aggressively or abusively toward any peer or personnel
- CD sometimes becomes self-abusive when angry or frustrated
- Child usually responds readily (with smile, hug, eye-contact, imitation, or vocalizing) to the following:
  - Stroking, tickling, patting, or hugging
  - Personnel repeating CD's own throaty sound when child makes it
  - Pounding on objects to make noise

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    Stroking, tickling, patting, or hugging
    Personnel repeating CD's own throaty sound when child makes it
    Pounding on objects to make noise (table, chair, pipes, etc.)
Any of the activities from the preceding statement may be used as immediate reinforcement for appropriate behavior, working as effectively as food or drink rewards

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1. STUDENT CODE CD 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPÉCIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
GROSS MOTOR DEVELOPMENT 1. Child will be able to go up stairs independently (May) a. Child will be able to surmount obstacles which are only slightly elevated, lower than steps (May) b. Child will show ability to mount steps with decreasing support, first gaining independence at top of staircase (May)	Child must be able to step up onto low obstacles independently Continually observe amount of help child needs to get up steps Continually observe amount of help child needs to get up steps	Place obstacle at foot of staircase; have "CD" mount it while looking up stairs, to overcome fear and accustom her to the idea (May) Give physical support first; gradually decrease aid (May) Have child kick balls or break bubbles with feet (May) Allow "CD" to place one hand on banister (May) Have her carry object in other, making holding hands with	Fo Bo st bl ea Ma by me A m

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ld must be able to up onto low acles independently inually observe nt of help child s to get up steps inually observe nt of help child s to get up steps	Place obstacle at foot of staircase; have "CD" mount it while looking up stairs, to overcome fear and accustom her to the idea (May) Give physical support first; gradually decrease aid (May)	Folded rugs Board placed on two stacks of books or blocks, making height easily adjustable Materials made obvious by objectives and methods	Attendants Teachers Teacher Aides	Foot of Staircase
	Have child kick balls or break bubbles with feet (May) Allow "CD" to place one hand on banister (May) Have her carry object in other, making holding hands with	As indicated in methods	Teacher Teacher Aides Attendants	Staircase with rail

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
GROSS MOTOR DEVELOPMENT (continued) (Child to go up stairs independently)		her impossible(May) Go behind "CD" givin support on her back or elbow (May) Eventually lessen support as top of stairs is reached, so child will go up last few steps alone Gradually allow independence closer to bottom (May)
2. Child will demonstrate ability to go down steps independently (May) a. Child will be able to step down from low obstacles (May)	Have child stand on top of obstacle, then step off	Method same as for stepping onto obstacles, but working at top of stairs may be unadvisable(May)
b. Child will show ability to go down steps with decreasing support, first gaining independence at the bottom of the stairs (May)	Continually observe amount of help child needs to get down steps	Methods same as for going up, but go in front of child to eliminate fear, grant first independence at bottom of flight (May)

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mer Traineeship Program 3. PRESCRIPTION WRITER Nancy May CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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ave child stand on top of obstacle, then step off ntinually observe ount of help child eds to get down eps	Method same as for stepping onto obstacles, but working at top of stairs may be unadvisable(May) Methods same as for going up, but go in front of child to eliminate fear, grant first independence at bottom of flight (May)	Same as for stepping onto obstacles	Teachers Teacher aides Attendant	Foot of Stairs' Staircase with railing

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. MA
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. 2. 3. 4.
FINE MOTOR DEVELOPMENT 1. CD will perform pincer grasp without bending her thumb under at the outer joint a. Child will not bend joint under when manipulating large objects (May)	Give child large objects to manipulate, observing to see if she bends joint	Give her a balloon to stroke to make noise by rubbing it with her straight thumb (May) Have her remove lids from jars which are large enough to necessitate extending her thumb (May) Use play and craft activities to exercise fingers	Clay, beads crayo knobs piece elast Mater metho
b. Child will not bend joint under when manipulating small objects (May)	Same as above	Use same methods & materials, gradually decreasing size of objects (May) Supply child with finger foods, allowing her to put them in her mouth only when handled properly.	Same Mater metho

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UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ld large to manipulate, g to see if s joint	Give her a balloon to stroke to make noise by rubbing it with her straight thumb (May) Have her remove lids from jars which are large enough to necessitate extending her thumb (May) Use play and craft activities to exercise fingers	Clay, magazines, large beads, blocks, pegs, crayons, puzzles with knobs attached to pieces, strips of elastic to stretch. Materials indicated in methods	Attendants Teacher Teacher Aides	Ward Playground Working at table
above	Use same methods & materials, gradually decreasing size of objects (May) Supply child with finger foods, allowing her to put them in her mouth only when handled properly.	Same as above Materials indicated in methods	Attendants Teacher Teacher aides	Same as above

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
SELF-CONCEPT 1. CD will establish eye contact with person addressing her. (May)	Look at child and talk to her, noticing if she has eye contact	Speaker should be a eye level with the child (Brown,Univ.of Wisc. Speaker holds attractive objects near own eyes, attracting CD's gaze in right direction (Ibid) If necessary, physically turn child's head and look into her eyes (Ibid) As soon as DC's eyes make contact with speaker's, remove object and give reward (Ibid) Gradually increase length of contact time before rewarding (Ibid) Talk in pleasant manner, saying CD's nam often (May)

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ner Traineeship Program

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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ook at child and talk o her, noticing if she as eye contact	Speaker should be at eye level with the child (Brown, Univ. of Wisc.) Speaker holds attractive objects near own eyes, attracting CD's gaze in right direction (Ibid) If necessary, physically turn child's head and look into her eyes (Ibid) As soon as DC's eyes make contact with speaker's, remove object and give reward (Ibid) Gradually increase length of contact time before rewarding (Ibid) Talk in pleasant manner, saying CD's name often (May)	Any objects which will attract child's gaze in proper direction. (Examples: bright toys, pocketbook, rattle, pictures) Objects to be used as rewards	Teacher Teacher Aide Attendants	Any appropriate place where these persons come into contact with chil

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SELF-CONCEPT (continued) 2. CD will be able to touch parts of her own body upon verbal command. a. She will develop ability to touch gross body parts upon command: head, arms, legs, tummy. (Compet 24.2.1)	Issue verbal command, recording CD's appropriate responses	Standing in front of mirror, point to parts of student's body, naming each (Compet 24.2.1 - 24.2.2) Standing in front of mirror, move child's own hands to each part as it is pronounced (May) Stay with each major section until child learns it. (Compet-Ibid) Stroke, tickle, rub each part as it is pronounced (front, low functioning?) Standing in front of child, touch and say your body parts: child imitates motions (May)	A

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UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
bal command, CD's appro- sponses	Standing in front of mirror, point to parts of student's body, naming each (Compet 24.2.1 - 24.2.2) Standing in front of mirror, move child's own hands to each part as it is pronounced (May) Stay with each major section until child learns it. (Compet-Ibid) Stroke, tickle, rub each part as it is pronounced (front, low functioning?) Standing in front of child, touch and say your body parts: child imitates motions (May)	As indicated in methods	Attendants Teachers Teacher Aides	In front of full-length mirror

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
SELF-CONCEPT (continued) (Child will develop ability to touch gross body parts upon command)		Cover one of her body parts with hands, towel, sand - have child find it. (May) Place her in large box with holes in it; put it in front of mirror. Command her to put out various body parts through the holes (Compet-Ibid)
b. Child will be able to touch fine body parts upon verbal command: facial features, fingers, toes (Compet 24.2.2)	Same as for gross body parts	Same as for gross parts, except for box activity. Provide activities to stimulate and cause awareness of sensory parts (blindfold eyes, whisper in ear, smelling things, eating things, fingering objects) (May)

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r Traineeship Program 3. PRESCRIPTION WRITER Nancy May CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Cover one of her body parts with hands, towel, sand - have child find it. (May) Place her in large box with holes in it; put it in front of mirror. Command her to put out various body parts through the holes (Compet-Ibid)	Indicated in Methods Records: Sensorimotor Training in the Classroom, by Educational Activities, Inc., Freeport, New York Learning Basic Skills Through Music by Hap Palmer; same source as above Concept Records series Center Conway, N. H.		
e as for gross y parts	Same as for gross parts, except for box activity. Provide activities to stimulate and cause awareness of sensory parts (blindfold eyes, whisper in ear, smelling things, eating things, fingering objects) (May)	Same as for gross body parts Indicated in Methods	Attendants Teacher Teacher Aide	In front of full length mirror

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. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
SELF-CARE 1. When commanded at the appropriate time, CD will take herself to the bathroom, pull pants down, and eliminate in toilet	Check completed chart against CD's present schedule of eliminating	Record time of day CD habitually eliminates (Bensberg, Ibid)	Indi
a. Establish frequency chart of child's elimination (Teaching the M.R. - Bensberg)			
b. Put child in training pants, making it unnecessary for her to wait for help with pulling down diapers (May)	Require CD to pull pants down when not wearing diapers	She is already able to do this - she may require prompting	
c. Take child to toilet at times specified by chart (A Helpful Guide in the Training of a M.R. Child - NARC)	Under normal conditions, CD should have no accidents when schedule is followed	During entire process, use proper and consistent terms and commands, so they will become meaningful to child (NARC, Ibid) Allow her to pull her own pants down Reward success (May)	

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S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
npleted chart CD's present of eliminating	Record time of day CD habitually eliminates (Bensberg, Ibid)	Indicated in Methods	Attendants Teachers Teacher Aides	Bathroom
CD to pull pants not wearing	She is already able to do this - she may require prompting	"	"	"
rmal conditions, have no when schedule ved	During entire process, use proper and consistent terms and commands, so they will become meaningful to child(NARC, Ibid) Allow her to pull her own pants down Reward success (May)	"	"	"

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1. STUDENT CODE CD
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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
SELF-CARE (Eating)		
1. In dining room, child will demonstrate ability to get and return her own dishes and tray (this objective has been set by ward personnel and institution education department)	Have child complete task	At first, take child through line, guiding her hand to pick up articles (personnel & ed. dept.) Sometime during day, practice with empty trays and dishes. Gradually offer less assistance (Ibid) Do not allow her to eat until completing tasks to best of her ability at any given time (May)
a. Before meal, she will be able to get her own tray, dishes, and utensils. (Ibid.)		
b. After meal, she will return dishes and tray to window (Ibid)	Have child complete task	

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
e child complete k	At first, take child through line, guiding her hand to pick up articles (personnel & ed. dept.) Sometime during day, practice with empty trays and dishes. Gradually offer less assistance (Ibid) Do not allow her to eat until completing tasks to best of her ability at any given time (May)	Indicated in objectives	Teachers Teacher Aides Attendants Kitchen personnel	Dining Room
e child complete k		Indicated in objectives	"	"

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. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
SELF-CARE - (Continued) (toileting) d. As CD becomes accustomed to procedure, simply issue verbal command at appropriate time (NARC, Ibid) use of CD's short attention span and low stration level, the prescription writer feels , except for pulling up pants, proper toileting ts after elimination should not be taught until child has mastered this procedure.	From distance, observe efficiency with which child completes task	At appropriate time, command child to go, at first observing her from distance (Bensberg, Ibid.) Check for results (May) Reward success Have her pull up her pants, since she is already able to do this	Ind

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY
ineeship Program

3. PRESCRIPTION WRITER Nancy May CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
tance, observe cy with which mpletes task	At appropriate time, command child to go, at first observing her from distance (Bensberg, Ibid.) Check for results (May) Reward success Have her pull up her pants, since she is already able to do this	Indicated in Methods	Attendants Teachers Teacher Aides	Bathroom

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NRRC/P PRESCRIPTION PLANNING RECOR

1. STUDENT CODE CD   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
SOCIAL INTERACTION 1. Child will demonstrate ability to interact with peers in supervised group supervising (May)	Observe her reactions to the personnel	Simply try to win her friendship and trust, by being affectionalte,givin as much attention a possible, and making interaction rewarding (May)
a. Child must relate to personnel supervising these situations (May)	Observe child for any reactions she may show towards other residents	Involve her in group games and situations giving her as much individual attention as necessary at first to have he react to others in group (May)
b. Child must be more aware of the presence of peers		Make group situatio enjoyable (May) Encourage higher level residents to make friendly approaches to CD (May)

NRRC/P PRESCRIPTION PLANNING RECORD

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Traineeship Program

3. PRESCRIPTION WRITER Nancy May

CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
serve her reactions the personnel	Simply try to win her friendship and trust, by being affectionalte, giving as much attention as possible, and making interaction rewarding (May)	Any toys and rewards necessary to cause CD to become more aware of personnel, motivating her to respond	Teachers Teachers Aides Attendants	Any place where these personnel come into contact with child
serve child for any actions she may ow towards other sidents	Involve her in group games and situations giving her as much individual attention as necessary at first to have her react to others in group (May) Make group situations enjoyable (May) Encourage higher level residents to make friendly approaches to CD (May)	Those used in the group games. (Examples: records, balls, playground equipment)	"	"

NRRC/P PRESCRIPTION PLANNING RECORD

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1. STUDENT CODE CD 2. LOCATION Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. 2. 3. 4.
SELF-HELP AND INDEPENDENCE (Dressing) 1. Child will demonstrate ability to put on pull-over T-shirt		Put shirt on her; do not pull it down Guide her hands through necessary steps of task	Indi
a. After shirt is on, child will pull shirt tail to waist (May)	Put shirt on CD; have her complete task	Decrease help as improvement is shown (May)	
b. When shirt is over head, child will insert arms through sleeves (I.U.8)	Put her head through neck-hole; have her insert arms	Pull shirt over her head and hold out sleeves (I.U.8) Same as last 2 above	
c. Child will pull shirt down over her head when it is placed in proper position above her head (I.U.8)	Position shirt above her head; have her pull it down	Position shirt above her head and help her pull it down (I.U.8) Same as last 2 above	

NRRC/P PRESCRIPTION PLANNING RECORD

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UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
t on CD; have lete task	Put shirt on her;do not pull it down Guide her hands through necessary steps of task Decrease help as improvement is shown (May)	Indicated from objectives	Attendants Teachers Teacher Aides	Any place where dressing is necessary or appropriate
head through e; have her rms	Pull shirt over her head and hold out sleeves (I.U.8) Same as last 2 above	"	"	"
shirt above ; have her pull	Position shirt above her head and help her pull it down (I.U.8) Same as last 2 above	"	"	"

NRRC/P FORM XIV 7-73

CASE OF T

I. IDENTIFICATION

T is a 17 year old female currently enrolled in a residential school. She has been diagnosed as severely mentally retarded associated with cerebral palsy, microcephaly, spasticity, diplegia, and compulsive disorder. The probable cause of mental retardation was brain damage at birth. T is adequately developed and nourished, ambulatory with assistance, has minimal verbalization, and is not toilet-trained.

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

General Health - good

Medication

Phenobarbitol and Mysoline to control seizures. It was noted in the medical records that along with grand mal seizures, T also has series of hiccups that sometimes last as long as 10 days at a time. Since being put on medication T has not had any seizures for several years.

Motor Development

Gross Motor

T can raise her head independently
T can roll over completely from her back to her stomach
T can sit with supportive straps
T can stand if braced under her arms by two adults
T can walk with the support of two people. The medical records stated that when T was younger she could walk independently, when braced.
T is unable to control or sustain limb movements.

Fine Motor

Moves hands
Moves hands in unison
Reaches for hands or feet of people near her
T can grasp objects for a few seconds in a non-pincer fashion
T can use her hands in a coordinated manner when clapping
T demonstrates little eye-hand coordination while using grasp movements.

Visual Motor

Ptosis of the right upper lid
T can fix her eyes on objects--predominately her left eye.
T can follow moving objects with eye.
T recognizes familiar people.
T reacts to light in near zone and in far vision.
T tracks midline to left four inches
T can fixate from left to right, but not right to left.

Auditory Motor

Turns head toward source of noise
Hears sound and regards face of speaker
Turns head right and left

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Physical Development

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Auditory Motor

Turns head toward source of noise
Hears sound and regards face of speaker
Turns head right and left
Turns toward noise made behind her
Responds to name with a smile

Tactile/Kinesthetic

Responds when rubbed or touched on any part of her body
Responds to hug
Reacts to hand contact by grasping for one's hand

Tactile/Kinesthetic (Continued)

Explores objects tactually
Touches objects
Holds objects briefly

Feeding and Eating

T can drink from a cup when the cup is held by an adult
T accepts food when being spoon-fed
T accepts semi-solid and semi-liquid food when served on a spoon

Intellectual Development

Test Results

591 Cattell Infant Intelligence Scale - July 5, 1969

C.A. - 12-0
I.Q. 5

The Cattell Infant Intelligence Scale also reported:
T is functioning receptively at the 40 week level
T is functioning expressively at the 36 week level
T is functioning phonetically at the 28 week level

A language Ability test that was administered to T, but not named, revealed her overall level of language as being in the 7-10 month level. Test date: July 19, 1971. Age: 15.

The Stanford Binet, Form L was administered to T upon admission to school, but no score could be obtained.

Self Concept

T will respond to her own name when called.
T will make eye contact with the speaker
T will roll toward speaker
T can identify herself when her name is called through a nonverbal response
T responds in a one-to-one situation

Communication

T indicates an awareness of being addressed.
59 T makes her wishes known through gestures, mainly arm movements.
She squeals and babbles when excited
T can say "Ma-Ma," "Da-Da," and "car-car."
Overall communication skills: inadequate for communication.

Social Interaction

T smiles when a familiar person gets near her
She reaches for familiar people
T returns a smile
T watches the movements of others
She will move her wheelchair close to familiar people

III. OTHER CONTACTS

Feeding and Eating

T can drink from a cup when the cup is held by an adult
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She will move her wheelchair close to familiar people

III. OTHER CONTACTS

T was kept in the home until she was 8 years old. During this time she visited a physical therapy center regularly. It was felt that T would benefit by an intensive physical therapy program designed to teach her to use the motor skills she has. She was heavily braced for 12 years during which time she could ambulate with minimal assistance. At age 8 years 10 months, T was admitted to a special education classroom and remained there for four years, but her enrollment was terminated because she made absolutely no progress. The

III. OTHER CONTACTS (CONTINUED)

parents then kept T at home, and devoted themselves to her constant need of care. Because T needs help with washing, bathing, toilet functions, dressing, eating, and ambulating, this put a great strain on the family, especially her mother. Under the advisement of the family physician and a caseworker from the Mental Health and Mental Retardation Association, T was referred to her current placement. It was strongly suggested by everyone involved that T be admitted as soon as possible to a complete care center mainly because of the inability of her family to care for her.

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

T appears to be well developed for her age. She is extremely thin, but very solid. She has fairly good strength, predominately on her left side. She is cerebral palsied and has a collapsed right eye lid. Her right eye is regular, and reacts to light. T cannot focus with her right eye. It remains closed 90 per cent of the time. She also seems to have some degree of hearing loss in the right ear. She is spastic diplegic; she has a thickened index finger of the left hand. T appears to have total palsy of all extremeties. She lacks central control. During the period the case writer worked with her she had a series of hiccups that lasted for a period of two weeks. At times they became very heavy, and caused T to moan. This affected her ability to eat solid food, or drink liquids. As stated in her medical records the phenobarbitol and mysoline seem to have controlled her seizures. She is medicated after every meal. The medication makes her very drowsy and listless. She generally falls asleep within an hour after medication. She is then very difficult to awaken.

Motor Development

Gross Motor

When put on the floor, T will roll over on her stomach and lift her head to get eye contact with the person nearest to her.

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Motor Development

Gross Motor

When put on the floor, T will roll over on her stomach and lift her head to get eye contact with the person nearest to her.

After T rolls over on her stomach, and establishes eye contact, she will reach out and grasp the foot of the person she is communicating with.

T was placed in a box-swing and strapped minimally. She was able to obtain her balance in unison with the motion of the swing.

T can stand with the support of two adults holding her under her arms.

CASE OF T

Motor Development (Continued)

Gross Motor (Continued)

T can stand by herself if she is braced against something substantial to her height.

T has fairly good control with stepping. She can alternate her legs in a controlled manner. Her right leg appears weaker than the left. She compensates for this by occasionally dragging it.

Fine Motor

T will clap her hands together briefly when she becomes excited, or when she hears someone singing.

595 T will reach out and strongly grasp the hand of a person familiar to her. When the case writer held out his hand near her, or placed it on a tray in front of her she would grasp it, and continue to hold on to it for a long period of time.

T is predominately left handed. If a large object is placed in front of her, i.e., ball or block, she will reach for it with her left hand 90 per cent of the time.

T will grasp and briefly hold a ball, block or cup. Usually seconds after she gets hold of something she lets it fall out of her hand; she tosses it aside, sometimes hitting herself with it. T has very little control of her hands. She lacks controlled coordination.

The case writer took T out of her wheelchair and put her down on the grass. The writer then pushed a large ball towards her, and she would slap it back.

T does not have pincer grasp so she cannot hold any objects smaller than something 4 inches in diameter.

Visual Motor

Because of T's collapsed right eye lid, all her focusing and the testing was done mainly with her left eye. When an object, such as a ball or bell, is placed in front of T, she will horizontally track it within a 90 degree arc. She can also diagonally track objects within a 90 degree arc.

596 After getting T's attention, if the writer would walk around her, she would follow visually by turning her head toward the writer.

After several days she began to recognize the writer without hearing my voice.

T can follow objects moving on the floor.

T can follow objects moving in the air.

T sights familiar objects.

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After several days she began to recognize the writer without hearing my voice.

T can follow objects moving on the floor.

T can follow objects moving in the air.

T sights familiar objects.

T reacts to any light.

Auditory Motor

T will turn her head in the direction of a loud noise. She reacted particularly well when the writer sat an alarm clock. Gradually the writer moved to a softer sound, i.e., ball with a bell, and she responded to it by turning to the sound.

When introduced to sounds, T generally shakes her head in a negative manner.

Motor Development (Continued)

Auditory Motor (Continued)

T responds positively to music and singing. She claps and babbles. She will turn herself, in her wheelchair, to the source of the sound.

T can detect sound in different areas of the room, as is evidenced by the fact that she will move herself close to it.

During music class, T would tap on the tray on her wheelchair. She likes to reproduce clapping or tapping.

Tactile/Kinesthetic

T likes physical contact with people. She responds positively to being touched or rubbed.

T will reach out, grasp, and then rub the arm or leg of a familiar person sitting next to her.

When handed objects, T will hold them for several seconds and then throw them away. She does not have enough muscle coordination to control a definite grasp of objects. She will only attempt to enclose her hand around large things such as a 4 inch diameter ball, cup, bell or spoon wrapped with a towel several times around the handle.

We worked several mornings on reaching for large kernels of cereal. She would move her hand toward them, but would only push them off her tray. She does not have pincer grasp.

Feeding and Eating

The case writer worked with T on eating breakfast. T does not like to eat and she is extremely difficult to feed unless she has not had anything to eat for several meals, and is very hungry. Her main preference in food is cereal. This is the only food that the writer could get her to at least try.

T will drink several glasses of juice or milk if the cup is held by an adult. She does not attempt to help hold the cup, but will reach for the feeder's hand and push it towards the cup. The writer tried having her hold the cup, but she would just push it aside, or else toss it out of her hand.

T cannot grasp a spoon, even when it was wrapped with a towel around the handle. Because of her spasticity she could not control her arm movements enough to raise them to her mouth. The writer tried to hold her hand and arm for guidance, but the motor control could not be established.

T has difficulty chewing solid food, but will occasionally accept it. She prefers liquid or semi-solid food because it is easier for her to swallow. She does very nicely when eating a baby-food tray.

Intellectual Development

Self Concept/Social Interaction

T responds with a large smile when she hears her name. When the writer can detect sound in different areas of the room, as is evidenced by the fact that she will move herself close to it.

During music class, T would tap on the tray on her wheelchair. She likes to reproduce clapping or tapping.

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Intellectual Development

Self Concept/Social Interaction

T responds with a large smile when she hears her name. When the writer first started working with her, she questioned her hearing because she never responded with any kind of reaction.

T will track speaker with her left eye and keeps good eye contact when she is spoken to.

T will usually sit in the back of the unit. When the writer would walk in an call her name she would smile and move toward the speaker.

Intellectual Development(Continued)

Self Concept/Social Interaction (Continued)

T likes to be near people. When lying on the floor she lies so that she can reach out and hold on to someone that is close to her. She would also move her wheelchair around so that she could have eye contact with people around her.

Communication

T squeals and babbles when she is excited.

When a familiar person is near her and doing something for her, she continually repeats "ma-ma-ma."

When we went out for a walk she would chant "car-car."

The last day the writer was there T was very sick. She made this known to the writer by moaning and reaching for her hand to put to her face. She had no other reaction to the writer being there that day.

T will pucker her lips and make a sound similar to a sucking noise when she is happy or content. She likes to look at a person and make this sound. She waits for one to imitate it.

V. OBSERVATION

Feeding and Eating

In any program designed for T, this area should be the prime goal. If T's fine motor can be controlled she should have no problem with feeding. She knows that when holding a spoon with food on it, it goes to the mouth. She knows to lift her arms to her face. Constant practice of holding a spoon with kernels of cereal on it can be used to strengthen her arm muscles and, since she likes cereal, this could be the starting point of getting her to spoon-feed herself. With minimal effort on the part of any instructor, this concept could be ascertained. She knows what to do, and wants to do it, but the problem lies in getting her arms to do what her head says should be done. Once strength and control have been developed, the rest should be fairly easy.

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1. STUDENT CODE T   2. LOCATION Summer Traineeship Program   3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
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1. GROSS MOTOR 2. To be able to walk with minimal support (i.e. Walker) 3. a. Child takes steps while being held by both arms (Compet 14.6.1) b. Child takes steps while being held by one arm (Compet 14.6.2) c. Child walks around objects while holding on for support (Compet 14.6.3) d. Child walks with the support of a walker	Parent, teacher, Physical Therapist observation	Method is implied through specific objectives. Each area will have to be developed slowly and built up according to the increasing strength of the child	As Th a co ma th

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aineeship Program 3. PRESCRIPTION WRITER Pamela Kovacs CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
, teacher, al Therapist ation	Method is implied through specific objectives. Each area will have to be developed slowly and built up according to the increasing strength of the child	As indicated in method. The eventual usage of a walker could be any commercial product made specifically for this purpose.	Parents Physical Therapist Teachers Aides	This task can be practiced anywhere so long as the surface where the child is walking is regular and smooth. (i.e. carpet, tiles, cement etc.) Grass or rough surfaces should be avoided at first

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1. STUDENT CODE T 2. LOCATION Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. FINE MOTOR 2. To establish and expand the capability of the hands and fingers in accomplishing functional tasks (Compet 16.0 - Primary Objective) 3. a. Demonstrates the ability to reach (Compet 16.2.0) b. Reaches towards an object (Compet 16.2.4) c. Demonstrates ability to grasp (Compet 16.3.0) d. Squeezes items placed in hand (Compet 16.3.2)	Child can successfully reach for, grasp, hold, and release objects. i.e. ball, bell,spoon, etc. Parent or Teacher observation of child performing task	1. Use objects of interest to child - things that will capture attention. 2. Place objects o tray in front of child or place chil on floor. Hopefully, if inter ested, child will move toward objects reaching for them. 3. Coordinated hand movement can be practiced using music - child can clap to beat.

NRRC/P PRESCRIPTION PLANNING RECORD

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mer Traineeship Program 3. PRESCRIPTION WRITER Pamela Kovacs CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Child can successfully reach for, grasp, hold, and release objects. i.e. ball, bell, spoon, etc. Parent or Teacher observation of child performing task	1. Use objects of interest to child - things that will capture attention. 2. Place objects on tray in front of child or place child on floor. Hopefully, if interested, child will move toward objects, reaching for them. 3. Coordinated hand movement can be practiced using music - child can clap to beat.	Small toys Rattles Stack toys Blocks Rhythm band instruments Pegboard and pegs Balls Bells Balloons Rubber Sponge (Compet 16.0)	Parents Teachers Aides Ward Attendant	Home Classroom Unit

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE T
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
FINE MOTOR (continued) e. Releases objects from grasp (Compet 16.3.4) f. Uses hands in a coordinated manner (Compet 16.4.0) g. Performs a pincer grasp (Compet 16.5.0) h. Uses fingers with pincer movements (Compet 16.5.3) i. Demonstrates eye/hand coordination while using grasp movements (Compet 16.6.0)	Child can successfully reach for, grasp, hold and release objects i.e. ball, bell, spoon, etc. Parent or Teacher observation of child performing task	Hand Hand child small toys or anything of interest to the child (Compet 16.3.1) Use pegboard - pull pegs Manipulative toys (Compet 16.5.1)	Sm Ra St Bl Rh Pe Ba Be Ba Ru (C

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neeship Program 3. PRESCRIPTION WRITER Pamela Kovacs CODE ______

UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
n successfully r, grasp, hold ase objects l, bell, tc. r Teacher ion of child ng task	Hand Hand child small toys or anything of interest to the child (Compet 16.3.1) Use pegboard - pull pegs Manipulative toys (Compet 16.5.1)	Small toys Rattles Stack toys Blocks Rhythm band instrument Pegboard and pegs Balls Bells Balloons Rubber Sponge (Compet 16.0)	Parents Teachers Aides Ward Attendant	Home Classroom Unit

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NRRC/P PRESCRIPTION PLANNING RECOR

1. STUDENT CODE T 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. FEEDING AND EATING 2. To build eating skills necessary for eventual independence (Compet 34.0) 3. a. Child reaches for spoon (Compet 34.7.1) b. Child grasps spoon (Compet 34.7.2) c. Child demonstrates the ability to hold spoon with controlled movement and coordination d. Child fills spoon (Compet 34.7.5) e. Child brings spoon to mouth (Compet 34.7.4) f. Child inserts spoon in mouth (Compet 34.7.3) g. Child returns spoon to bowl.	Parent or teacher observation. When child develops the motor coordination and can move a spoon filled with food to his mouth, the child will have attained this objective	All basic training should be done with spoon. Stand behind student Place your hand over his hand. Guide his hand into bowl, fill spoon, guide spoon to mouth, return spoon to bowl. Continue until this skill is reached. Gradually eliminate amount of guidance student receives (Compet 34.7.6)

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UESNE UNIVERSITY
Traineeship Program 3. PRESCRIPTION WRITER Pamela Kovacs CODE

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
nt or teacher obser- on. child develops the r coordination and move a spoon filled food to his mouth, child will have ined this objective	All basic training should be done with spoon. Stand behind student Place your hand over his hand. Guide his hand into bowl, fill spoon, guide spoon to mouth, return spoon to bowl. Continue until this skill is reached. Gradually eliminate amount of guidance student receives (Compet 34.7.6)	Spoons with enlarged handles should be used at first. A regular spoon can be used, but should be wrapped with something i.e. towel around the handle. (As indicated in method)	Teachers Parents Aides Ward Attendants	Home or any setting where the child would be eating

CASE OF Y

I. IDENTIFICATION

C.A. 17-0

Sex: Male

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

Y is profoundly retarded, spastic quadriplegia due to birth injury; cerebral palsied and microcephalic. Circumference of the head is nineteen and one-half inches.

He is non-verbal, non-ambulatory, and needs total care. There is no convulsive disorder present and no speech.

609 In August 1967, a mat program began with goals of inhibiting extensor hypertonus while specifically improving sitting balance and encouraging crawling pattern.

In April 1968, braces were received in addition to the mat program; there was slow progress. Braces were discontinued as of 1970.

Motor Development

Gross Motor

Propels self by incoordinated body movements independently.
Has sitting balance of short duration
Shows left hand preference
Has fair reach with left arm, poor with right
Raises head without support
Sits with aid (Hogg chair)
Holds head erect while sitting with support

Fine Motor

Extends fingers
Flexes neck against gravity
Grasps objects, but not maintained, wrist flexes and fingers close before contact is made
Uses crayons
Points to objects on command
Matches objects to pictures
Ability to grasp candy (moves head to food)

Visual Motor

Focuses on moving objects briefly and occasionally
Head to eye coordination is poor due to cerebral palsied condition
Appears to use more peripheral than central vision
610 Attends to visual stimuli
Follows objects in moving path
Ability to fixate eyes on objects

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Physical Development

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Uses crayons
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Matches objects to pictures
Ability to grasp candy (moves head to food)

Visual Motor

Focuses on moving objects briefly and occasionally
Head to eye coordination is poor due to cerebral palsied condition
Appears to use more peripheral than central vision
610 Attends to visual stimuli
Follows objects in moving path
Ability to fixate eyes on objects
Identifies basic facial parts of a picture of a little boy
Matches objects to picture on command

Auditory Motor

No apparent hearing handicap
Turns head to left
Demonstrates ability to attend to loud noise

Motor Development (Continued)

Auditory Motor (Continued)

Enjoys watching television, yells for right station, points to have it turned on
Hearing acuity appears adequate for reception of conversational speech

Tactile/Kinesthetic

Touches objects with left hand
Picks up and holds object
Pushes large objects
Holds toy but really doesn't play with it

Intellectual Development

Self Concept

611 Nonverbal, has eye contact
Demonstrates ability to respond to own name when called
Makes eye contact with speaker; turns toward speaker
Smiles in response to another person's smile
Complies with one or two simple commands
Identifies basic facial parts of picture of little boy
Distinguishes and matches geometric forms
Auditory memory span consistent for five words in serial order
Color concept not good
Enjoys group activities

Communications

Nonverbal
Uses movements and gestures to denote needs
Recognizes presence of people
Responds to physical contact and verbal stimuli
Makes sounds to get attention
Recognizes own name
Has receptive language ability of unknown potential
Doesn't relate to his peers

Conceptual

Demonstrates ability to recognize differences
Matches geometric forms
Color concept not good
612 Shown some ability to recognize similarities

Social Development

Social Maturity

Total care
Requires total care of his needs by aides, fed ground diet (mechanical tray)
Doesn't verbalize in presence of others
Never programmed for occupational therapy due to severity of handicap
Basic skills--fair to good

Social Interaction

Enjoys taking part in group activities
Appears to be aware of what is going on
Personable, seems shy at times, easily distracted, enjoys watching

---

Poor balance and equilibrium reaction.

Later note indicates ambulatory gait with impairment, i.e., throws right foot out and uses sliding type movement.

Seems to offer no response to stimulus.

Sits up in wheelchair but must be tied in so she won't fall out.

624 March 1972, note indicates attempts to walk have been discontinued.

Report indicates Z has reached plateau and would need extensive motor stimulation to advance.

Fine Motor

Admissions report shows hands held in fisted position with thumbs out.

Is able to grasp objects, as reports note Z throwing objects onto floor.

Visual Motor

Questioned upon admission.

Reports indicate Z recognizes mother and father.

Auditory Motor

Admissions reports show Z would not listen to music nor watch a movie.

In 1953 examination by agency personnel--no speech nor hearing therapy were recommended due to the fact that Z was too low functioning.

In 1965 note indicates that the tympanic membranes were not visualized due to cerumen in canals.

625 In 1968 speech therapist indicated Z responds to 70-100 db. by putting ear to phone and touching it with the lobe of her ear consistently after each tone. 1969 report indicates repeat of test with no response to 100 db., showing results as inconsistent.

1969--Z is functioning as a deaf child.

Acute otitis media and measles during childhood causes hearing impairment to be strongly indicated. Loss is believed to be severe as Z usually responds only to loud noises.

Tactile/Kinesthetic

Z can pick up objects.

Reports note very little response to stimuli.

Intellectual Development

Test Results

Psychological in 1963 showed an I.Q. and S.Q. sub 30. During testing Z indulged in heavy breathing, frequent staring off as though in a world of her own. No speech could be elicited. Recommended continuous medical nursing care for survival.

Vineland in 1963 with mother as informant indicated severe retardation, I.Q. and S.Q. as sub 30. No items past one year level. Much rocking and rolling of head. In a world of her own--indicated continued nursing care.

Hearing acuity appears adequate for reception of conversational speech

Tactile/Kinesthetic

Touches objects with left hand
Picks up and holds object
Pushes large objects
Holds toy but really doesn't play with it

Intellectual Development

Self Concept

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Auditory memory span consistent for five words in serial order
Color concept not good
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Responds to physical contact and verbal stimuli
Makes sounds to get attention
Recognizes own name
Has receptive language ability of unknown potential
Doesn't relate to his peers

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Demonstrates ability to recognize differences
Matches geometric forms
Color concept not good
612 Shown some ability to recognize similarities

Social Development

Social Maturity

Total care
Requires total care of his needs by aides, fed ground diet (mechanical tray)
Doesn't verbalize in presence of others
Never programmed for occupational therapy due to severity of handicap
Basic skills--fair to good

Social Interaction

Enjoys taking part in group activities
Appears to be aware of what is going on
Personable, seems shy at times, easily distracted, enjoys watching television. May be functioning on higher level than previous tests indicated
Presently functioning at "c" level of Social Interaction Scale

Testing Results

Vineland Social Maturity Scale - August 6, 1960

C.A. 4-9
S.Q. 9 months

E.E.G. - September 10, 1969 and December 6, 1972

Normal for age

CASE OF Y

Testing Results (Continued)

Cattell Infant Intelligence Scale - March 1964

C.A.	8-4
I.Q.	3

August 1969 -- Test repeated. I.Q. - Negligible

R.E.P. Language (No Date Available)

Receptive Age	21 months
Expressive Age	20 weeks
Phonetic Age	16 weeks

Mecham Language Development Scale

Language Age	.86

II. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Propels self independently by uncoordinated body movements
Has fair reach with right arm
Grasps objects
Matches objects to pictures
Points to objects on command
Identifies basic facial parts
Grasps and uses crayon
Able to pick small objects and put in large box
Will grasp any toy of interest to him
Likes being rewarded
Had some success with coloring simple pictures
Showed ability to finger feed (m-m-cereal)
Showed over-bite on candy sucker; difficulty in biting and chewing; enjoyed reinforcement of peanut butter and orange juice

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1. STUDENT CODE Y   2. LOCATION Summer Traineeship Program   3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. FINE MOTORS 2. GENERAL OBJECTIVES a. To establish and expand eye/hand coordination b. Establish concepts of picking up and releasing (Lupone) 3. SPECIFIC OBJECTIVES a. To demonstrate ability to perform a pincer grasp. b. Demonstrates eye/hand coordination while using grasp movements. (1) Uses fingers in pincer movements (2) Releases objects from grasp (3) Uses thumb and first two fingers (4) Builds blocks into towers	Evaluation and judgment by personnel	Uses rattles, toys, blocks. 1. Use pegboard, pulls pegs or rings and a peg (Lupone) Building blocks to make two block towers and 3-4 block towers. Lacing shoes may also be used	Ra pe ri

NRRC/P PRESCRIPTION PLANNING RECORD

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Traineeship Program 3. PRESCRIPTION WRITER Joseph Lupone CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
uation and judg- by personnel	Uses rattles, toys, blocks. 1. Use pegboard, pulls pegs or rings and a peg (Lupone) Building blocks to make two block towers and 3-4 block towers. Lacing shoes may also be used	Rattles, toys, blocks, pegboard, peg, rings & pegs (Lupone)	Regular teacher Resource teacher Parent Physical Therapist	Regular classroom Home Resource room Special classroom

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NRRC/P PRESCRIPTION PLANNING REC

1. STUDENT CODE Y 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRES

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
FINE MOTOR (continued) GENERAL OBJECTIVE: 1. Capability of hands in accomplishing functional tasks SPECIFIC OBJECTIVES: 1. Demonstrates ability to reach 2. Demonstrates ability to move hands 3. Demonstrates ability to grasp	Teacher's observation of student exhibiting behavior and teacher judgment	1. Bend fingers int fist and release. Repeat exercise. Tickle palm or hand (Compet) 2. Grasp hand and move in an exercise fashion. (Compet) 3. Use balls, bells balloon on string, foam rubber or sponges. (Compet) Use rattles, small toys, blocks. Use candy reinforcement (Lupone)

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mmer Traineeship Program

3. PRESCRIPTION WRITER Joseph Lupone

CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher's observation of student exhibiting behavior and teacher judgment	1. Bend fingers into fist and release. Repeat exercise. Tickle palm or hand. (Compet) 2. Grasp hand and move in an exercise fashion. (Compet) 3. Use balls, bells, balloon on string, foam rubber or sponges. (Compet) Use rattles, small toys, blocks. Use candy reinforcement (Lupone)	3. Balls, bells, balloons on strings, Foam rubber or Sponges, Rattles, Small toys, Blocks and candy reinforcement	Physical Therapist Resource Teacher Regular Teacher Parent	Regular classroo Gymnasium Home Resource room

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1. STUDENT CODE Y 2. LOCATION Summer Traineeship Program 3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR 2. GENERAL OBJECTIVE: To establish, refine and maintain skills to meaningful use of head and neck muscles. 3. SPECIFIC OBJECTIVES: 1. To strengthen head and neck muscles. 2. To raise head with and without support (Compet)	Teacher judgment and observation	Use scooter board to develop head control. Place student on board in prone position. Hold feet and turn him in circle slowly. Beach ball or cage ball used also for developing head control. Student lies on ball, teacher holds hand with arms in extension and rocking movement. Student can develop neck muscles for head control. (Compet)	Sc ba Bea Oth in

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neeship Program 3. PRESCRIPTION WRITER Joseph Lupone CODE ______

UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
udgment and on	Use scooter board to develop head control. Place student on board in prone position. Hold feet and turn him in circle slowly. Beach ball or cage ball used also for developing head control. Student lies on ball, teacher holds hand with arms in extension and rocking movement. Student can develop neck muscles for head control. (Compet)	Scooter board, cage ball (Lupone) Beach ball (Compet) Others - as indicated in Method	Physical Therapist Regular Teacher Parent	Gym Resource room Ward P.T. Area

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1. STUDENT CODE Y 2. LOCATION Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. CONCEPTUAL (Compet) 2. GENERAL OBJECTIVES: a. To foster ability to perceive differences, similarities and commonalities. 3. SPECIFIC OBJECTIVES: a. To demonstrate ability to recognize differences b. Demonstrate abilities to recognize similarities. c. Demonstrate ability to recognize commonalities. Sub-Divide General Objectives: 1. Match objects to pictures. 2. Enhance puzzle performance of "big" and "little"	Teacher judgment and observation	1. Use large and small items familia to student. Use toy which are square, circular and rectangular, triangula 2. Have student drilled in matching size, shape & color Use common toys and classroom materials 3. Begin with one variable (size,shap color) and two different kinds - big an little balls, triangular, square bloc red and yellow penc (Compet)

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r Traineeship Program

3. PRESCRIPTION WRITER Joseph Lupone CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
cher judgment and ervation	1. Use large and small items familiar to student. Use toys which are square, circular and rectangular, triangular. 2. Have student drilled in matching size, shape & color. Use common toys and classroom materials. 3. Begin with one variable (size,shape, color) and two different kinds - big and little balls, triangular, square blocks , red and yellow pencils (Compet)	Any classroom materials, toys, balls, blocks, pencils (red and yellow), household items. (Compet)	Regular Teacher Physical Therapist Resource Teacher	Regular or Specia Classroom Resource Room Home

NRRC/P FORM XIV 7-73

CASE OF Z

I. IDENTIFICATION

Z is a female of 20 years of age, diagnosed as severely mentally retarded due to brain atrophy, being a quadriplegic cerebral palsied girl coupled with microcephaly without fracture. Reports indicate that the encephalopathy was due to unknown or uncertain causes with structural reactions being manifest.

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

In general Z has had good health both before and throughout placement eight years ago.

Z was considered normal at birth, with dates indicated for the physical development progressions. Relevant notes include: formula fed 11 months; crawled 7 months; sat alone 9 months; walked alone 11 months; single words 1 year; sentences 1-1/2 year; toilet trained 1 year; initial self help with feeding and dressing also noted at 1 year.

Records indicate Z receives Dilantin daily, mysoline 250 mg. three times per day, and 400 mg. metrobromate at bedtime. Discussions with nurse indicate use of Valium daily.

Z has had seizures, Grand Mal and Petit Mal since age of four months. The onset of the first convulsion was dated a month after Z fell from a table while being bathed at the age of three months. Her Grand Mals are typified by stiffening of her entire body with rocking from side to side.

At two years of age Z was hospitalized for "continuous convulsions" two hours in length, with the resulting diagnosis of cerebral cortical atrophy, related to encephalitis. Diagnosis indicated febrile convulsions, acute otitus media, acute pharyngitis and possible epilepsy. At this time Z had about three seizures per day, lasting about 30 seconds to one minute. Seizures were termed more frequent and less severe as Z aged. From this time Z has regressed in all areas. This year Z has had few seizures.

Electroencephalogram in 1966 indicated a positive compulsive disorder. A second examination in 1971 also showed an abnormal record indicating bilateral epileptogenic activity.

Upon admission mother indicated Z was sensitive to temperatures under 80°.

In 1955 Z underwent the neurological surgery termed Bilateral Frontal Burrs accompanied by a Ventriculogram. The X-rays showed symmetrical dilatation of the lateral ventricles, thus ruling out the possibility of a brain growth as the root of much disability.

During the period of one year when Z was sixteen years of age, she underwent enovid therapy, which was terminated due to normal menses.

In September of 1971 diagnosis was made of Morton's Neuroma of the right foot, with surgery being recommended. Two months later, after surgery, it was recommended Z be returned to full activity and mobility.

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Motor Development

Gross Motor

During admissions examination in 1955 reports indicated that Z could walk well alone.

CASE OF Z

Motor Development (Continued)

Gross Motor (Continued)

Has slight spacticity of calf muscles, knocking elbows, poor composition and organization of movement.

Poor balance and equilibrium reaction.

Later note indicates ambulatory gait with impairment, i.e., throws right foot out and uses sliding type movement.

Seems to offer no response to stimulus.

Sits up in wheelchair but must be tied in so she won't fall out.

624 March 1972, note indicates attempts to walk have been discontinued.

Report indicates Z has reached plateau and would need extensive motor stimulation to advance.

Fine Motor

Admissions report shows hands held in fisted position with thumbs out.

Is able to grasp objects, as reports note Z throwing objects onto floor.

Visual Motor

Questioned upon admission.

Reports indicate Z recognizes mother and father.

Auditory Motor

Admissions reports show Z would not listen to music nor watch a movie.

In 1953 examination by agency personnel--no speech nor hearing therapy were recommended due to the fact that Z was too low functioning.

In 1965 note indicates that the tympanic membranes were not visualized due to cerumen in canals.

625 In 1968 speech therapist indicated Z responds to 70-100 db. by putting ear to phone and touching it with the lobe of her ear consistently after each tone. 1969 report indicates repeat of test with no response to 100 db., showing results as inconsistent.

1969--Z is functioning as a deaf child.

Acute otitis media and measles during childhood causes hearing impairment to be strongly indicated. Loss is believed to be severe as Z usually responds only to loud noises.

Tactile/Kinesthetic

Z can pick up objects.

Reports note very little response to stimuli.

Intellectual Development

Intellectual Development (Continued)

Test Results (Continued)

Cattell Infant Intelligence Scale--1963 credited with first year items, due to tracking objects.

1965--Z was reported as untestable, no projectives given.

1972 Vineland--results functioning sub one year.

Admissions, Z was reported as very difficult to work with. Not included in education evaluation due to low level.

1969--Occupational therapy evaluation notes child as having made no apparent change since admission.

66 1970--No self help skills.

1971--Z does not appear to understand what is said, but smiles when talked to.

1971--Z is not in any program.

1972--Attendant as informant indicates Z has reached a plateau and would need extensive perceptual-motor stimulation to advance.

Self Concept

No notable data on the recognition of self.

Z responds to a loud verbal noise, but not necessarily to name.

Communication

Reports indicate Z as vocal but not verbal.

Does not respond to verbal nor gesticulated directions.

Conceptual

Not applicable

Social Development

Self Care Skills

Not applicable.

Self Help and Independence

Cannot feed nor dress self.

67 At age of two, reportedly could put on underclothes and could partially feed herself.

Reports indicate Z to have been toilet trained at one and one-half years.

Social Interaction

Admission reports of 1965 indicate Z is not aware of activity around her. Z has low level of social interaction. She has no obvious relationship to any person or thing. Occupational therapy evaluation notes Z as being out of contact, continuously whining and moaning. She disregarded toys, was nonverbal and would not interact with the residents.

1972 Vineland--results functioning sub one year.

Admissions, Z was reported as very difficult to work with. Not included in education evaluation due to low level.

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66 1970--No self help skills.

1971--Z does not appear to understand what is said, but smiles when talked to.

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Reports indicate Z wearing protective headgear for a period of time.

1953 report--very difficult child to work with.

Noted that Z would only accept a plastic block with a bell in it to play with.

1969 recreation report shows Z to have been included once a week in a 45 minute period recreation period. In summer, she was included in a wheelchair walk and patio story telling.

Social Development (Continued)

Social Interaction (Continued)

1972 report shows Z as included in unit activities but that she would not participate.

Isolates herself with no activity.

Does not respond to persons nor environment.

III. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Motor Development

Gross Motor

Demonstrates ability to hold head erect while sitting with support.
Can roll body with much effort and time.
Can sit erect with support.
Z is tied to wheelchair.
68 Tie is necessary to prevent falling and hurting head as done previously on occasion.
At times requires help to get into sitting position in chair.
Requires two or three women to move her from one position to another.
Can take sliding steps, dragging leg while being totally supported under arms, one person under each arm.
Balance in sitting position is markable. Z displays no balance whatsoever out of sitting position.
Can "throw ball" in horizontal movement.
Demonstrates ability to drop objects by releasing them from the left hand.
Does not demonstrate any concept of catching.
In wheelchair, Z displays ability to both push and pull chair to and from objects which she can reach.
According to attendants in charge, Z has seizures if in a position other than sitting for any prolonged period of time. Suggested to keep in chair to prevent seizures.
When placed into a swing-chair she tucked up her legs and allowed herself to be pushed. She did not seem to lose equilibrium from sitting position throughout swinging.

Fine Motor

Z demonstrates ability to move left hand in a partially fluent movement.
Can move left arm within 180° arc.
Can move left arm towards an object.
69 A simulated type of thumb, first finger grasp is widened, though it is a more lateral than pincer type grasp.
Thumb and other fingers also used to pick up objects.
Direct opposite pincer motion is not persistent.
Is able to manipulate dry finger food, such as toast, if placed out in front of her in pieces able to be eaten.
A demonstrates no ability to stack blocks nor to crayon.
Can hold dial rod in hair brush fashion, but immediately puts dial rod into mouth.
Can lift cup from over an object which she wants to get.
Is not able to replace cup over same object even after being shown the action a number of times in sequence.

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Isolates herself with no activity.

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  - Is not able to replace cup over same object even after being shown the action a number of times in sequence.
- Is not able to transfer objects from hand to hand.
- Would not tap hand nor play in pat-a-cake with her hands.
- Would take hold of worker's hand when arms are lifted out of her lap.
- Would let mobilization of wheelchair by holdi[illegible] onto hand and being pulled in a direction.
- Will reach for objects with left hand only--will not handle objects with right hand at all.
- Would pat large ball with left hand and then push it to the left off the tray.

Motor Development (Continued)

Fine Motor (Continued)

- Would move hand to a paper bag containing objects but would not reach inside, only look into it.
- If bag was rolled up, would push it off the tray without even trying to see what was inside of it.
- Would grasp spoon with enlarged handle and lift it to her mouth.

Visual Motor

- Can attend to visual stimuli.
- Can track within 180° arc.
- Displays ability to follow moving objects both across floor and suspended in air.
- Is able to pick out an object from a group.
  - Z picks out a red ball with a blue band around middle from out of a group of balls. It is notable that this is a plastic, textured ball with a bell inside. Mother indicated at admission that Z would only take a plastic block with a bell in it to play with. This fact was discovered after Z's obvious interest in choosing this particular object.
  - This choice indicates some ability for visual discrimination.
- Does not demonstrate eye-hand coordination nor fine motor development required for matching and stringing objects.
- Can track a small top spinning across table top--reaches out and picks it up.

Auditory Motor

- Indiscriminately turns head toward loud noises.
- No response to soft noises.
- Throughout working, Z showed no interest in locating noise, even if change in location.
- Appears to tune out surroundings after working for a short period of time. Turns head away from worker.
- Would respond to squeaking noises both above and behind her head.

Tactile/Kinesthetic

- Shows ability to pick up objects.
  - Picks up object and rolls across fingers with left hand.
  - Puts object onto lips or into mouth.
  - Throws object onto floor when done with it.
- Demonstrates ability to discriminate between a pat/rub to a quick tap.
  - Responds with semi-smile to first two.
  - Scowls at a quick tap.
  - This indicates proprioceptive input with adequate transmission to Betz cells of sensory motor cortex, with interpretation.
  - On admission mother indicated that Z did not like temperatures beneath 80°, which could indicate a realization of temperatures.

Intellectual Development

Self Concept

- Sometimes responds to name when called in a loud voice.
  - Responds mostly to loud sounds.
  - Will not respond to name spoken in conversational tone.
- Will visually attend to speaker after attention is captued, for a short period.
- Z shows very little other response at all.
  - Does not respond to other people.
  - Does not participate in group situations.

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- Z shows very little other response at all.
  - Does not respond to other people.
  - Does not participate in group situations.
- Looks at self image in mirror but gives no glimpse of recognition.
- According to reports, Z responds to sight of mother and father.
- Has begun to visually attend to worker after about 4 weeks of daily contact.
- Will demonstrate irritation over an unpleasant tap on leg.
- Will demonstrate affection when hugged.
  - Returns hug.
  - Smiles.
- Needs constant supervision to prevent biting of left thumb.

CASE OF Z

Communication

Demonstrates little or no awareness of being addressed. When response is present it is difficult to distinguish if it is to name or to sound.

Vocalizes deep throaty "NUH" sound while rocking. Physician has termed hyperventilation as a type of masturbation.

Conceptual

By picking a particular ball from three balls Z shows some ability to recognize differences.

Other than this choice, which could also be erratic, there is no observable indication of the ability to recognize differences in objects.

Social Development

Toileting

Z is totally dependent on outside care for taking care of this personal need.

Programming in other areas would be more beneficial, as this disability is organically oriented.

Feeding/Eating/Drinking

Can drink from a cup if someone holds it up to her mouth.

Eats well when spoon fed.

Will hold onto special enlarged handled spoon. Will raise spoon to mouth and then drop it.

In actual eating situation will lift spoon with help. Needs assistance in lifting spoon, getting it to mouth without spilling and with turning spoon so that food goes into her mouth.

Lunch feedings.
- Enjoyed eating after she got started.
- Ate beans and meat from spoon, holding onto the spoon throughout feeding movement.
- Ate potato chips and pieces of bread on own.
- Drank two glasses of milk which is not supposed to be normal for her.

Morning feedings.
- Moved Z's arm throughout feeding motion.
- Drank glasses of milk and juice and a cup of coffee.

If spoon is not held for Z, all or nearly all of the food is poured down over the front of her.

Would sit for long periods, waiting for the worker to feed her.

Can feed with fingers if food is placed out. Z required frequent reminding to pick up food.

Can hold spoon with enlarged handle after it is placed in her hand.
- Can move hand upwards toward mouth.
- Spoon revolves and the food tumbles off if she is not worked with hand in hand.

Self Help and Independence

Displays ability to remove shoe from right foot.

This is the foot that had surgery earlier.

Social Interaction

Displays some awareness of others present.

Randomly smiles when spoken to or touched.

Randomly attends to the movements of others.

When working with her, she would turn head from a person if they were vocalizes deep throaty "Nuh" sound while rocking. Physician has termed hyperventilation as a type of masturbation.

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This is the foot that had surgery earlier.

Social Interaction

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- Randomly smiles when spoken to or touched.
- Randomly attends to the movements of others.
- When working with her, she would turn head from a person if they were trying to talk to her.
- In early program, unit workers drew attention to the fact that Z watched the case writer as she moved throughout the unit. This is not considered as usual.
- According to report Z will fake seizures, then laugh when someone comes to help her.
- After a week of contact, Z smiled upon approach of unit worker. By end of program, Z was smiling much more frequently than earlier.
- On one walk Z slept throughout the entire time.

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE Z   2. LOCATION Summer Traineeship Program   3. PRESCRI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. GROSS MOTOR (Compet 14.0) 2. To increase control of arm and leg movements through muscle education. (Lydic) 3. Specific a. To walk daily with total support (Compet 14.6.1) b. To grasp and lift object within field of reach. (Compet 14.9.0) c. To push and pull large muscles of arms and legs. (Compet 14.11.1/2) d. To move arms throughout 45° arc without assistance (Lydic)	All evaluation to be done by systematic observation of task	1. Holding "Z" under each arm, 2 people will support her physically while "Z" moves legs through walking motions across a smooth surface. 2. Extend dial rod to "Z" within scope of reach, moving it towards her until it is grasped and held. Actual finger placement may be necessary. 3. Pushing or pulling rod from "Z" she should resist the pressure in the opposite direction. 4. Movement through arc until "Z" is able to copy as a game.

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neeship Program

3. PRESCRIPTION WRITER Margaret Ann Lydic

CODE ______

UATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
S/TASKS VALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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1. STUDENT CODE Z 2. LOCATION Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. FINE MOTOR 2. To expand ability of hands and fingers in completing tasks. (Compet 16.0 A-1) 3. Specific a. To hand object back to giver (Lydic) b. To feed self pieces of dry food (Compet 16.3.3) c. To place one large block on top of a second block (Compet 16.6.1) d. To transfer object from hand to hand (Compet 16.4.1) e. To lift drinking cup to mouth (Lydic)	All tasks are to be evaluated by direct observations	1.With "Z" holding onto an object,have her return it to th giver rather than throwing it onto th floor 2. With dry food pieces placed in front of her "Z" wi feed herself, refining pincer movement. 3. Given 2 big tactile blocks "Z" will place the one on top of the other after repeated observation of the task 4. Given an item in one hand, "Z" will transfer it to the other hand. 5. Holding a cup wit help, "Z" will help lift it up.

NRRC/P PRESCRIPTION PLANNING RECORD

ESNE UNIVERSITY
Traineeship Program

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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1. STUDENT CODE Z

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. VISUAL MOTOR 2. To extend abilities to track, fixate and attend 3. a. To track a moving object across field of vision following various movement patterns (Compet 18.2.7) b. To attend to visual stimuli for extended periods of time (Lydic)	Tasks to be evaluated by systematic observations	1. Shown an attractive object, studen will visually track the object through an increasingly complex movement pattern 2. Shown an attractive object, studen will visually atten for longer periods of time

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
to be evaluated tematic ob- ions	1. Shown an attractive object, student will visually track the object through an increasingly complex movement pattern 2. Shown an attractive object, student will visually attend for longer periods of time	Colorful, textured object of interest for child to track	Teacher or person under direction of teacher i.e. Physical Therapist Aides Attendants Parents	Any area wherein student may receive individualized attention with minimal distraction

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1. STUDENT CODE Z   2. LOCATION Summer Traineeship Program   3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. AUDITORY 2. To increase auditory acuity 3. Specific a. To track loud noises through a 180° arc (Compet 20.1.1) b. To track soft noises through a 180° arc (Compet 20.1.1) c. To track noises for extended periods of time (Compet 20.1.1) d. To attend to verbalized name with some recognition (Compet 20.2.4)	All tasks to be evaluated by systematic observations	1. With loud bangi noise moved throug out 180° arc,stude will follow path with head or eyes 2. With soft noise moved throughout 180° arc student will follow path with head or eyes 3. Working for lon er periods of trac ing, student will able to attend for extended periods o time 4. Called by name with each initiation of activity, student will begin to respond with some form of recognition

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UESNE UNIVERSITY
Traineeship Program

3. PRESCRIPTION WRITER Margaret Ann Lydic CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
tasks to be evalu- d by systematic ervations	1. With loud banging noise moved throughout 180° arc, student will follow path with head or eyes 2. With soft noise moved throughout 180° arc student will follow path with head or eyes 3. Working for longer periods of tracking, student will be able to attend for extended periods of time 4. Called by name with each initiation of activity, student will begin to respond with some form of recognition	1. Small wooden blocks, metal clicker 2. Soft rubber blocks, bells, baby rattle 3. Same as 1 and 2	Teacher or person under direction of teacher i.e. Physical Therapist Aides Attendants Parents	Anywhere student may receive individualized attention with minimal distraction

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1. STUDENT CODE Z 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. TACTILE-KINESTHETIC 2. To develop sense of touch through exploring objects tactually (Compet 22.1.0) 3. Specific a. To pick up, hold and explore objects (Compet 22.1.1 and 22.1.2) b. To develop some discrimination between objects using temperature as a kinesthetic cue (Compet 22.2.0)	All tasks are to be evaluated by systematic observations	1. Shown a group o objects "Z" will investigate them tactually. 2. Repeatedly give hot and cold object "Z" will show some awareness of the difference between the two

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Traineeship Program

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
asks are to be uated by systematic rvations	1. Shown a group of objects "Z" will investigate them tactually. 2. Repeatedly given hot and cold objects "Z" will show some awareness of the difference between the two	Objects of varied colors, shapes, textures and temperatures	Teacher of person under direction of teacher i.e. Physical Therapist Aides Parents Attendants	Anywhere student may receive individualized attention with minimal distraction

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NRRC/P PRESCRIPTION PLANNING RE

1. STUDENT CODE Z

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPT
1. SELF-CONCEPT 2. To develop perception of her own identity 3. Specific a. To respond to name called in a conversation tone with visual reinforcement (Compet 21.1.1) b. To respond to name called in a conversation tone without visual reinforcement (Compet 21.1.0)	Systematic observations of tasks	1. Sitting in fr of student projec name in conversation tone on each contact initiati reinforcing any recognition 2. Standing behi student, project name in conversat tone on each cont initiation, reinforcing any recognition

NRRC/P PRESCRIPTION PLANNING RECORD

ESNE UNIVERSITY
Traineeship Program

3. PRESCRIPTION WRITER Margaret Ann Lydic CODE ________

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ematic observations asks	1. Sitting in front of student project name in conversation tone on each contact initiation, reinforcing any recognition 2. Standing behind student, project name in conversation tone on each contact initiation, reinforcing any recognition	Does not apply	Teacher or persons under teacher direction. i.e. Physical Therapist Aides Parents Attendants	Any area wherein student may receive individua ized attention wi minimal distractio

NRRC/P PRESCRIPTION PLANNING RECO

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. FEEDING/EATING/DRINKING 2. To develop some independence of sequential eating skills 3. Specific a. To help tip glass to drink when glass is held by an adult (Compet 34.3.3) b. To grasp large handled spoon in fist (Compet 34.7.2) c. To place dry food particles into mouth (Compet 34.6.2)	Systematic observation of tasks	1. With drinking glass supported by adult, student will place hand in position to offer lifting support to cup 2. With large handled spoon placed in front of her, studen will reach out and grasp it with fist 3. With dry food placed in front of her, student will lift particles of food to mouth and place them therein

NRRC/P PRESCRIPTION PLANNING RECORD

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raineeship Program

3. PRESCRIPTION WRITER Margaret Ann Lydic CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
atic observation ks	1. With drinking glass supported by adult, student will place hand in position to offer lifting support to cup 2. With large handled spoon placed in front of her, student will reach out and grasp it with fist 3. With dry food placed in front of her, student will lift particles of food to mouth and place them therein	1. Drinking glass or similar drinking utensil 2. Spoon with cloth wrapped and taped around handle, so as to make a large handled spoon (Lydic)	Teacher or person under direction of teacher i.e. Physical Therapist Aides Parents Attendants	Area where student may receive individualized attention with minimal distraction

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NRRC/P PRESCRIPTION PLANNING R

DUQUESNE UNIVERSITY

1. STUDENT CODE Z 2. LOCATION Summer Traineeship Program 3. PR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIP
1. SOCIAL INTERACTION 2. To develop an awareness of being rewarded for positive behavioral patterns (Lydic) 3. Specific a. To interract with one person through a smile (Compet 48.1.0) b. To respond to being hugged or cuddled (Lydic) c. To limit hyperventilation to times during which she is not being worked with (Lydic)	Systematic observations	1. Upon approach a familiar pers student will sm indicating recog nition. 2. When hugged o cuddled, student will respond by returning hug an smiling. 3. When excluded from an activity while hyperventi ting, student wi cease the unacce able behavior to be included when she is done

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3. PRESCRIPTION WRITER Margaret Ann Lydic

CODE

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ematic observations	1. Upon approach of a familiar person, student will smile, indicating recognition. 2. When hugged or cuddled, student will respond by returning hug and smiling. 3. When excluded from an activity while hyperventilating, student will cease the unacceptable behavior to be included when she is done	Does not apply	A person familiar and congenial with the student is absolutely essential to this area, regardless of professional classification	Any area wherein student may receive individualized attention with minimal distraction

CASE OF O

I. IDENTIFICATION

C.A. 26

Sex: Female

II. REPORTS OF PREVIOUS EVALUATIONS

Physical Development

- Not on medication
- Spastic quadriplegia
- Gross physical impairments
  - Knocked knee
  - Pronated feet
  - Heavy thighs
- Hearing - normal
- Vision
  - Severe myopia with a resultant secondary bilateral optic atrophy
  - Partially to legally blind

Motor Development

Gross Motor

- Ambulatory
- Paraplegic
- Walks with arms abducted, flexed elbows
- Shuffling gait

Fine Motor

- Spasticity of fore-arms
- Left upper extremity more involved than right

Visual Motor

- Myopia thinning of the retina of both eyes
- Discrimination between light and dark
- Unable to fix upon light

Auditory Motor

- E B Clinical Audiometer - normal limits

Tactile/Kinesthetic

- Uses sense of touch

Intellectual Development

Self Concept

- 1955 and 1953 Stanford Binet
  - Merrill Palmer

Communication

- 1972 and 1965
  - R-E-P (Receptive-Expressive-Phonetic) Language Scale
  - Mecham Verbal Language Development Scale (Communication portion of Vineland S.M.)
  - Verbal Expression Sub-Test of Illinois Test of Psycholinguistic Abilities
  - Auditory Reception Sub-Test of ITPA
  - Templin-Darley Screening Test for Articulation

II. REPORTS OF PREVIOUS EVALUATIONS

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Merrill Palmer

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  - Verbal Expression Sub-Test of Illinois Test of Psycholinguistic Abilities
  - Auditory Reception Sub-Test of ITPA
  - Templin-Darley Screening Test for Articulation

Conceptual

- No records

Social Development

Self Care Skills

- Toilet trained
- Capable of self care - requiring assistance with bathing and dressing
- Can feed with a spoon

CASE OF O

Social Development (Continued)

Self Help and Independence

- Appears bossy with smaller residents
- Complains of noise
- Pleasant, cooperative
- Relates to peers and staff
- Need of heterosexual contact
- Senses lack of acceptance
- Rejects people in advance--uses omnipotence as defense, superior to others

III. OTHER CONTACTS

1950-1962

Attended special trainable classes at a college, church schools, and public school

1963

Clinic for eye evaluation and class for the blind

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

- General physical condition - good
- Spastic
- Gross physical impairments
  - Limited use of her hands
  - Unsteady on feet
- Hearing
  - Very good
  - Relies heavily on auditory clues
- Vision
  - Impaired vision
  - Works with items 3 inches to 4 inches from her eyes

Motor Development (Taken from the levels in COMPET)

Gross Motor

- Demonstrates ability to:
  - Raise head in a coordinated manner
  - Roll body
  - Sit erect
  - Crawl in a controlled manner
  - Stand erect
  - Walk independently
  - Maintain balance
  - Run
  - Throw and catch (limited catching to large object at close range)
  - Jump while maintaining balance
  - Shift weight
  - Skip (a hop, jump-like)

Complains of noise
Pleasant, cooperative
Relates to peers and staff
Need of heterosexual contact
Senses lack of acceptance
Rejects people in advance--uses omnipotence as defense, superior to others

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- Stand erect
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- Maintain balance
- Run
- Throw and catch (limited catching to large object at close range)
- Jump while maintaining balance
- Shift weight
- Skip (a hop, jump-like)

Fine Motor

Demonstrates ability to:
- Use hands
- Passes ball from hand to hand
- Throws bean bags
- Plays Patty-Cake
- Reach
- Able to find items placed near her body
- Grasp
- Shapes clay

Motor Development (Continued)

Fine Motor (Continued)

Use hands in coordinated manner
Strings large wooden beads
Performs pincer grasp
Puts pegs into and removes them from a peg board using thumb and middle finger

Visual Motor

Demonstrates ability to:
Attend to visual stimuli
Very close range of 3 inches to 4 inches with head bent down to object or sometimes object raised to eyes

Auditory Motor

Demonstrates ability to:
Attend to loud noises
Appeared firghtened by loud noises such as a backfire from a tractor cutting grass or a car passing, steam from the laundry pressers heard on a walk, and loud trucks on the road
Differentiate between sounds
Common household sounds recorded on a cassette tape recorder
Identify sounds in relation to distance
Bus, cars, and trucks approaching outside.
The sounds of footsteps and voices
Identify categories of sounds
Reproduce sounds
Sings songs such as Row, Row Your Boat; If You're Happy, Bingo, Wheels on the Bus, My Country 'Tis of Thee, Nursery Songs when in a group or when with the case writer. Sings the songs of the Beatles done on a tape while performing tasks
Repeat single words when speaking

Tactile/Kinesthetic

Demonstrates:
An interest in exploring objects tactually
Any object if pointed out such as furniture, leaves, the grass
The ability to identify objects using tactile cues
Use of a touch box with items placed in it

Intellectual Development (Taken from the levels in COMPET)

Self Concept

Demonstrates ability to:
Respond to own name when called
Name/touch parts of his body
Identify self when name is called

Communication

Possesses:
Receptive language skills adequate for basic environmental interaction
Expressive language skills adequate for basic environmental interaction

Conceptual

Not COMPET levels, but she also:
Knew the eight basic colors from crayons with marks on a piece of paper
Counted 1 to 38 and then skipped to 100
Knew shape recognition of circle, square from small wooden shape cut-outs
Knew alphabet A to G then W.X.Y.Z

Visual Motor

Demonstrates ability to:
- Attend to visual stimuli
- Very close range of 3 inches to 4 inches with head bent down to object or sometimes object raised to eyes

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Auditory Motor

Demonstrates ability to:
- Attend to loud noises
- Appeared firghtened by loud noises such as a backfire from a tractor cutting grass or a car passing, steam from the laundry pressers heard on a walk, and loud trucks on the road
- Differentiate between sounds
- Common household sounds recorded on a cassette tape recorder
- Identify sounds in relation to distance
- Bus, cars, and trucks approaching outside.
- The sounds of footsteps and voices
- Identify categories of sounds
- Reproduce sounds
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- Use of a touch box with items placed in it

Intellectual Development (Taken from the levels in COMPET)

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Self Concept

Demonstrates ability to:
- Respond to own name when called
- Name/touch parts of his body
- Identify self when name is called

Communication

Possesses:
- Receptive language skills adequate for basic environmental interaction
- Expressive language skills adequate for basic environmental interaction

Conceptual

Not COMPET levels, but she also:
- Knew the eight basic colors from crayons with marks on a piece of paper
- Counted 1 to 38 and then skipped to 100
- Knew shape recognition of circle, square from small wooden shape cut-outs
- Knew alphabet A to G then W,X,Y,Z

Social Development (Levels accomplished by student)

Self Care Skills

Remains dry and unsoiled . . .
Indicates the need to eliminate
Performs toileting procedures
Demonstrates ability to:
- Sucking reflex
- Drink from a bottle
- Drink from a cup

Social Development (Continued)

Self Care Skills (Continued)

Demonstrates ability to:
- Use a straw
- Accept food when being spoon-fed
- Finger-feed
- Use spoon
- Wash hands
- Wash face
- Take a shower bath
- Identify items used in brushing teeth
- Complete teeth brushing routine (with help)

Displays an awareness of concept of danger
Refrains from putting inedible objects in mouth
Reports injury or pain to an adult

Self Help and Independence

Demonstrates ability to:
- Remove pants
- Remove blouse (help needed with buttons)
- Remove shoe
- Remove sock
- Remove sweater
- Put on pants (help if buttons, zipper)
- Put on blouse (help needed with buttons)
- Put on sock
- Put on shoe (needs it tied)
- Put on sweater
- Accept task and follow it through (tries to give up too soon without taking time)
- Be mobile
- Make decisions and choices
- Perform skills of home and family living--Talks of her visits at home
- Participate in recreation activities
- Take part in recreation program and dances

Social Interaction

Demonstrates:
- An awareness of other individuals
- Ability to seek attention
- Participation in appropriate play
- Ability to behave within defined limits
- Ability to follow directions

V. COMMENTS

This student has a very limited attention span and does the activities very quickly without following the complete directions. She takes short cuts, but finishes the task.

In working together the case writer found that a quiet place away from interruptions is best because she relies heavily on auditory clues and being a most verbal sociable person, she would call out "Hi" to all who might be near or approaching. This breaks the continuity of any lesson that was begun.

    - Accept food when being spoon-fed
    - Finger-feed
    - Use spoon
    - Wash hands
    - Wash face
    - Take a shower bath
    - Identify items used in brushing teeth
    - Complete teeth brushing routine (with help) 656
  - Displays an awareness of concept of danger
  - Refrains from putting inedible objects in mouth
  - Reports injury or pain to an adult

Self Help and Independence

- Demonstrates ability to:
  - Remove pants
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  - Remove shoe
  - Remove sock
  - Remove sweater
  - Put on pants (help if buttons, zipper)
  - Put on blouse (help needed with buttons)
  - Put on sock
  - Put on shoe (needs it tied)
  - Put on sweater
  - Accept task and follow it through (tries to give up too soon without taking time)
  - Be mobile
  - Make decisions and choices
  - Perform skills of home and family living--Talks of her visits at home
  - Participate in recreation activities
  - Take part in recreation program and dances

Social Interaction

- 657 Demonstrates:
  - An awareness of other individuals
  - Ability to seek attention
  - Participation in appropriate play
  - Ability to behave within defined limits
  - Ability to follow directions

V. COMMENTS

This student has a very limited attention span and does the activities very quickly without following the complete directions. She takes short cuts, but finishes the task.

In working together the case writer found that a quiet place away from interruptions is best because she relies heavily on auditory clues and being a most verbal sociable person, she would call out "Hi" to all who might be near or approaching. This breaks the continuity of any lesson that was begun.

The two areas worked on--a Fine Motor Program to get the fingers used more, leading up to buttoning and unbuttoning her own clothes, and a Gross Motor Program for physical fitness, were two areas she seemed concerned about. She would always talk about not being as fat as before and wanting to lose weight.

Motivation was music as she loves to sing. Popular songs which she knew were recorded on a cassette tape recorder and played while performing tasks. This was also used heavily in the physical fitness program, as we die bending and stretching to music.

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1. STUDENT CODE 0 2. LOCATION Summer Traineeship Program 3. PRESCRIP

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR (Compet 14.0) 2. To establish an exercise program for a limited vision person to keep physically fit (Harmon)			
3. Demonstrates the ability to take walks with someone to guide him (Compet variation 14.6.2)	The child will be able to walk to and from a planned destination	Walk with the child inside the building up and down hallways and outside to various places on the grounds (Harmon)	
a. Demonstrates the ability to use body movement to show free expression to music rhythm (Harmon)	The child will be able to perform his own free movement to music	Let the child move his body to the music any way he chooses to do so (Harmon)	Re pi a
b. Demonstrates the ability to do exercises to songs or records (Harmon)	The child will be able to do one exercise activity	Do exercise activities with the child such as: Romper Room Bend and Stretch Song	Ro

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3. PRESCRIPTION WRITER Mary Anne Harmon CODE ______

VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS O EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ild will be able k to and from a d destination	Walk with the child inside the building up and down hallways and outside to various places on the grounds (Harmon)	None	Teacher Aide Parents Volunteer Help	Inside a building or outside on the grounds
ild will be able form his own free nt to music	Let the child move his body to the music any way he chooses to do so (Harmon)	Records, record player, piano or recordings on a cassette player	Teacher Aide Volunteer help	Special classroom Gymnasium Ward
ild will be able ne exercise y	Do exercise activities with the child such as: Romper Room Bend and Stretch Song	Romper Room Song	Teacher Aide Teacher	Special Classroom Gymnasium Ward

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
GROSS MOTOR (continued) (Ability to do exercises to songs or records)	The child will be able to do one exercise activity	Work with nylon n (one yard) with student holding o side, instructor the other side to wave arms up and down to rhythm of music; to bend fr waist forward; an bending knees goi up and down Work with a punch- ing ball with fin wrist strap to pu it to the music rhythm in front, back, side of his body or over head to instruction (Harmo

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er Traineeship Program

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
e child will be able do one exercise tivity	Work with nylon net (one yard) with student holding one side, instructor on the other side to wave arms up and down to rhythm of music; to bend from waist forward; and bending knees going up and down	Recorded music and nylon net (one yard)	Teacher Aide	Special Classroom Gymnasium Ward
	Work with a punching ball with finger/wrist strap to punch it to the music rhythm in front, back, side of his body or over head to instruction (Harmon)	Recorded music and punching ball with finger/wrist strap	"	"

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1. STUDENT CODE Q 2. LOCATION Summer Traineeship Program 3. PRESCRIPTI

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
GROSS MOTOR (continued) c. Demonstrates the ability of dancing to the rhythm of music and dance songs staying near one place or by guiding him (Harmon)	The child will be able to do one simple dance and dance steps	Do dances together such as: Hokey Pokey Looby Loo Modify these to say this hand, etc., instead of left/right Modify dance steps to the Twist, Alley Cat (Harmon)	Rec Hok Cap Ray All ATC Ben Let or Wor Tom Fol Gro

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VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS O EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ild will be able one simple dance nce steps	Do dances together such as: Hokey Pokey Looby Loo Modify these to say this hand, etc., instead of left/ right Modify dance steps to the Twist, Alley Cat (Harmon)	Recorded dance songs: Hokey Pokey Capitol Record 6026 Ray Anthony Alley Cat ATCO Record 6226 Bent Fabric Let's Do the Twist or any Twist record Words to Looby Loo Tom Glazer-Treasury of Folk Songs Grosset and Dunlap	Teacher Aide	Special Classroom Gymnasium Ward

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1. STUDENT CODE 0   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. FINE MOTOR (Compet 16.0)		
2. To establish and expand the capability of the hands and fingers in accomplishing functional tasks (Compet 16.0)		
3. Demonstrates ability to move hands (Compet 16.1.0)	The child will be able to play simple games	Grasp hand and move in an exercise fashion (Compet 16.1.0)
a. Demonstrates the ability to grasp (Compet 16.3.0)	The child will be able to shape two objects	Working with clay to make objects (Compet 16.3.3)

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r Traineeship Program 3. PRESCRIPTION WRITER Mary Anne Harmon CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
child will be able play simple games	Grasp hand and move in an exercise fashion (Compet 16.1.0)	Nurf (foam) ball Bean bags Pat-a-Cake Game	Teacher Aide Parents	Special Classroom Ward Home visitations
child will be able shape two objects	Working with clay to make objects (Compet 16.3.3)	Milton Bradley Modeling Clay	Teacher Aide Occupational Therapist Parents	Special Classroom Ward O.T. Area Home visitations

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1. STUDENT CODE 0 2. LOCATION Summer Traineeship Program 3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
FINE MOTOR (continued) (To establish and expand the capability of the hands and fingers) b. Demonstrates the use of hands in a coordinated manner (Compet 16.4.0)	The child will be able to transfer 10 small objects from place to place with his hands	Transferring objects from one container to another. Start with a large opening container, then decrease the opening size (Harmon)	Check milk some conta Whip plast
c. Demonstrates the ability to perform a pincer grasp (Compet 16.5.0)	The child will be able to place 10 pegs in a pegboard and remove them	Place pegs into holes in a pegboard and remove them (Compet 16.5.1)	1/2" board 1/4" board
	The child will be able to string and unstring 10 wooden beads	String and unstring wooden beads (Compet 16.6.3)	1-1/2 woode 1/4" braid plast

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ld will be able sfer 10 small from place to ith his hands	Transferring objects from one container to another. Start with a large opening container, then decrease the opening size (Harmon)	Checkers, dominoes, or milk bottle caps and some form of plastic containers like Cool Whip, oleo, and a plastic drinking cup	Teacher Aide Occupational Therapist Parents	Special Classroom Ward O. T. Area Home visitations
ld will be able e 10 pegs in a d and remove	Place pegs into holes in a pegboard and remove them (Compet 16.5.1)	1/2" round pegs and board 1/4" round pegs and board	Teacher Aide Occupational Therap ist	Special Classroom Ward O. T. Area
ld will be able ng and unstring en beads	String and unstring wooden beads (Compet 16.6.3)	1-1/2" long wooden beads wooden beads with almost 1/4" opening. Cotton braided string with 2" plastic tip	Teacher Aide Occupational Therpist	Special Classroom Ward O. T. Area

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
FINE MOTOR (continued) (To establish and expand the capability of the hands and fingers) d. Demonstrates the ability to button and unbutton clothing (Harmon)	The child will be able to button and unbutton his clothing when dressing	Show how to tip button to slip it into and out of an opening (Harmon)

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
		Upside down paper cup with slit cut in bottom to drop buttons into Retarded Child From Birth to Five - P. 107)		
e child will be able button and unbutton s clothing when essing	Show how to tip button to slip it into and out of an opening (Harmon)	Neck scarf or tie with 2 sizes of large buttons sewn on one side with button holes on the other Retarded Child From Birth to Five - P.107	Teacher Aide	Special Classroom Ward
		Own clothing for smaller buttons or man's shirt slipped over own clothing.	Teacher Aide	Special Classroom Ward

CASE OF BE

I. IDENTIFICATION

C.A. 22

Sex: Female

Diagnosis:

Encephalopathy due to anoxemia at birth
Microcephaly - secondary
Spastic quadriplegia - moderate
Mental retardation

II. REPORTS OF PREVIOUS EVALUATIONS

1953 - C.A. 2-3

Vineland Social Maturity Scale -- 11 month level
Social Quotient - 28
Gesell Developmental Scale - overall development at 48-52 week level

1969 - C.A. 18-0

Stanford Binet - I.Q. 5-10, profoundly retarded

1971 - C.A. 20-0

Vineland Social Maturity Scale

M.A. 4 months
S.A. 2.7 years
S.Q. 13
Recommendation: Self care skills such as washing, brushing hair, feeding

Infant Audiometer - adequate for conversational speech

Receptive Language - 30-48 months
Expressive Language - 24-36 months
Phonetic Language - 4-5 year level

Mecham Verbal Language Developmental Scale

Age equivalent - 2.72

Gives many signs of having more language skills than demonstrated. No program offered.

Occupational Therapy

No program offered due to low level

Therapeutic Recreation

No program offered due to low level

Medical

Stigmata of spastic diplegia with hip and knee contractures

Encephalopathy due to anoxemia at birth
Microcephaly - secondary
Spastic quadriplegia - moderate
Mental retardation

II. REPORTS OF PREVIOUS EVALUATIONS

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Occupational Therapy

No program offered due to low level

Therapeutic Recreation

No program offered due to low level

Medical

Stigmata of spastic diplegia with hip and knee contractures
Unable to walk - locomotion by crawling until 18 years of age
Essentially non-verbal
Edentulous - all teeth removed in 1969 due to caries
General health - good
Surgery performed in 1971 - bilateral femoral shortening - in hip spica cast with abduction bar for 3 months
Physical therapy:
  Post-surgery - taught to walk with walker--able to ambulate with gait

III. OTHER CONTACTS

Age 2-3 years

Developmental clinic evaluation - family non-cooperative; did not follow through.

Age 18 Years

County Mental Health and Mental Retardation Agency
- Evaluation
- Dental surgery
- Placement in state institution for orthopedic surgery and physical therapy

Age 21 years

Permanent placement in residential institution

IV. PRESENT LEVELS OF FUNCTIONING

Physical Development

General health - good
Crippled - walks with walker
Edentulous - no teeth
Not on medication
Hears well
Vision - sees, but does not focus well

Motor Development

Gross Motor
Walks with walker
Legs bent - feet crippled
Limited use of legs, arms and hands
Cannot stand erect - hunches forward
Moves to music - hands and feet
Will dance if held up

Fine Motor
Fair coordination of fingers - has difficulty with pincer grasp
Has eye-hand coordination

Visual Motor
Will attend to stimuli
Cannot focus well
Follows moving object
Has visual-motor coordination
Does not make visual discrimination
Does not know colors or shapes

Auditory Motor
Follows simple directions
Responds to name
Can repeat single words
Likes music - sings songs

Age 18 Years

County Mental Health and Mental Retardation Agency
Evaluation
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Placement in state institution for orthopedic surgery and physical therapy

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Follows moving object
Has visual-motor coordination
Does not make visual discrimination
Does not know colors or shapes

Auditory Motor

Follows simple directions
Responds to name
Can repeat single words
Likes music - sings songs

Tactile/Kinesthetic

Very little; will pick up objects

Intellectual Development

Self Concept

Responds to own name
Can identify self by name, in mirror

Intellectual Development (Continued)

Self Concept (Continued)

Vaguely knows parts of body
Shows affection

Communication

Very short attention span
Speech poor -- defective due to lack of teeth
Verbalizes some needs - e.g., toileting
Repeats words
Names some objects
Responds to directions
Attempts to communicate with others
Does not read
Scribbles with perseveration

Conceptual

None

Social Development

Self Care

Toilet trained with few accidents--does not clean self or flush toilet
Some dressing--crippling a hindrance
Can wash hands
Combs hair poorly
Refuses nail care
Cannot bathe self
Refuses mouth care

Self Help and Independence

Some dressing with help
Feeds self

Social Interaction

Appears aware of others--can be in a group taking turns with direction
Will play on merry-go-round by self--sits and propels with feet
Plays ball poorly
Enjoys singing and dancing

V. COMMENTS

This girl, as noted before, did not walk until surgery was performed on her legs two years ago. At present, she is not receiving any type of therapy--physical, occupational or recreational. Re-evaluation is recommended, especially in the area of physical therapy. With intensive work, she could become much more self-sufficient.

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Verbalizes some needs - e.g., toileting
Repeats words
Names some objects
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NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE BE 2. LOCATION Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. MA
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. 2. 3. 4.
1. SELF-CARE SKILLS 2. Toileting: To establish and maintain self-care in the area of toileting (Compet 32.0) 3. Specific Objectives a. Wiping self with paper (Compet 32.3.6 - 32.2.7 - 32.2.8) b. Flushing toilet (Compet 32.3.11) c. Washing hands (Compet 32.3.12) d. Verbalizing key words (Compet 26.2.3)	Teacher judgment Student will wipe self, flush toilet and wash hands unassisted after each use of toilet Student will say appropriate words: i.e. flush, wash hands	Degree of Interaction 1. Identify paper attempt to elicit word back from student through repetition 2. Follow procedure outlined in Compet 32.3.6 - 32.3.8 3. During procedure use the song "This is the way we (wipe ourselves) so early in the morning". 4. Identify flushing attempt to elicit word back from student through repetition 5. Follow procedure outlined in Compet 32.3.11	As ind

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E UNIVERSITY
ineeship Program

3. PRESCRIPTION WRITER Anne M. Vaughan

CODE ________

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment vill wipe self, ilet and wash assisted after of toilet vill say appro- ords: sh, wash hands	Degree of Interaction 1. Identify paper attempt to elicit word back from student through repetition 2. Follow procedure outlined in Compet 32.3.6 - 32.3.8 3. During procedure use the song "This is the way we (wipe ourselves) so early in the morning". 4. Identify flushing attempt to elicit word back from student through repetition 5. Follow procedure outlined in Compet 32.3.11	As indicated in Methods	Parent Teacher Aide Ward attendant Nurse	Home Ward Bathroom in special school

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NRRC/P PRESCRIPTION PLANNING REC

DUQUESNE UNIVERSITY

1. STUDENT CODE BE 2. LOCATION Summer Traineeship Program 3. PRES

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. SELF-CARE SKILLS (Toileting - continued)	Teacher judgment	6. Instruct studen to wash hands (Compet 32.3.12) 7. Continue using song "This is the way" for each procedure 8. Repeat after ea use of toilet usin praise and approva as incentive
2. Grooming: to establish, refine and maintain basic skills pertaining to the care of the body (Compet 36.0)		
3. Specific Objectives		
a. Washes own face (Compet 36.2.0)	Student will wash face unassisted.	1. Washing face - student is physically handicapped - sit in front of si or use standing tab a. Identify materials used. i.e. so cloth - attempt to elicit words back
b. Combs own hair	Student will comb hair unassisted Student will say appropriate works. i.e. face, hair, comb	

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DUQUESNE UNIVERSITY
mer Traineeship Program

3. PRESCRIPTION WRITER Anne M. Vaughan CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
eacher judgment	6. Instruct student to wash hands (Compet 32.3.12) 7. Continue using song "This is the way" for each procedure 8. Repeat after each use of toilet using praise and approval as incentive			
tudent will wash face nassisted. tudent will comb hair nassisted tudent will say appro-riate works. i.e. ace, hair, comb	1. Washing face - student is physically handicapped - sit in front of sink or use standing table a. Identify materials used. i.e. soap cloth - attempt to elicit words back	As indicated in method	Parent Teacher Aide Ward attendant Nurse	Home, ward, bathroom in special school

NRRC/P PRESCRIPTION PLANNING RECORD

1. STUDENT CODE BE 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SELF-CARE SKILLS (Grooming - continued)	Teacher judgment	from student through repetition b. Follow procedure as outline in Compet 36.2.0 thru 36.2.11 c. Use song "This is the way (we wash our face) so early in the morning". d. Use praise and approval as incentive 2. Combing hair - sit in front of sink or use standing table and mirror a. Identify materials. i.e. comb attempt to elicit words back from student through repetition	As i

NRRC/P PRESCRIPTION PLANNING RECORD

E UNIVERSITY
ineeship Program

3. PRESCRIPTION WRITER Anne M. Vaughan CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
judgment	from student through repetition b. Follow procedure as outline in Compet 36.3.0 thru 36.2.11 c. Use song "This is the way (we wash our face) so early in the morning". d. Use praise and approval as incentive 2. Combing hair - sit in front of sink or use standing table and mirror a. Identify materials. i.e. comb attempt to elicit words back from student through repetition	As indicated in method	Parent Teacher Aide Ward attendant Nurse	Home Ward Bathroom in special school

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NRRC/P PRESCRIPTION PLANNING REC

DUQUESNE UNIVERSITY

1. STUDENT CODE BE 2. LOCATION Summer Traineeship Program 3. PRES

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. SELF-CARE SKILLS (Grooming - continued) c. Verbalize key words (Compet 26.2.3) d. Overcome fear of having nails filed or cut	Teacher judgment Student will allow her nails to be groomed	b. Follow procedu outlined in Compe 36.4.1 c. Guide student' hand in combing hair d. Use song "This is the way (we comb our hair) so early in the morn ing" e. Use praise and approval as incen tive 3.Nail Care a. Overcome fear having hands touc ed and held Play hand games - i.e. clapping together. Hold student's hand when

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY
mmer Traineeship Program

3. PRESCRIPTION WRITER Anne M. Vaughan

CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Teacher judgment Student will allow her nails to be groomed	b. Follow procedure outlined in Compet 36.4.1 c. Guide student's hand in combing hair d. Use song "This is the way (we comb our hair) so early in the morning" e. Use praise and approval as incentive 3.Nail Care a. Overcome fear of having hands touched and held Play hand games - i.e. clapping together. Hold student's hand when			

NRRC/P FORM XIV 7-73

NRRC/P PRESCRIPTION PLANNING RECOR

1. STUDENT CODE BE 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
1. SELF-CARE SKILLS (Grooming - continued)	Teacher judgment	she will allow it. Ask her to hold your hand - Wait 'til student is secure in above before continuing b. Identify material. i.e. nail file Attempt to elicit words back from student through repetition c. Teacher demonstrates on own nails the use of file or scissors (Compet 36.5.3) d. Use song, "This is the way (we file our nails) so early in the morning." e. Have student use file on teacher's

NRRC/P PRESCRIPTION PLANNING RECORD

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Traineeship Program 3. PRESCRIPTION WRITER Anne M. Vaughan CODE ______

VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS O EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
cher judgment	she will allow it. Ask her to hold your hand - Wait 'til student is secure in above before continuing b. Identify material. i.e. nail file Attempt to elicit words back from student through repetition c. Teacher demonstrates on own nails the use of file or scissors (Compet 36.5.3) d. Use song, "This is the way (we file our nails) so early in the morning." e. Have student use file on teacher's	As indicated in method	Parent Teacher Aide Ward attendant Nurse	Home Ward

NRRC/P FORM XIV 7-73

NRRC/P PRESCRIPTION PLANNING RE

1. STUDENT CODE BE 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRE

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPT
1. SELF-CARE SKILLS (Grooming - continued) 2. Oral Hygiene: to establish and maintain skills pertaining to a hygienic and cosmetic care of the teeth and gums. Student is edentulous (Compet 38.0) 3. Specific Objectives	Teacher judgment	nails f. Guide student hand to file ow nails. g. Anytime stude shows fear by re sistance; stop, turn to step 1 when task in re-initiated. h. Use praise an approval as ince tive l. Identify mater ials.i.e. swabs, attempt to elicit words back from s dent through repe tion.
a. Verbalizes key words (Compet 26.2.3)	Student will say appropriate words i. e. Mouth	

NRRC/P PRESCRIPTION PLANNING RECORD

UESNE UNIVERSITY
Traineeship Program

3. PRESCRIPTION WRITER Anne M. Vaughan CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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cher judgment	nails f. Guide student's hand to file own nails. g. Anytime student shows fear by resistance; stop, return to step 1 when task in reinitiated. h. Use praise and approval as incentive	As indicated in methods	Parent Teacher Aide Ward attendant Nurse	Home Ward
ent will say opriate words . Mouth	1. Identify materials.i.e. swabs, attempt to elicit words back from student through repetition.	Swabs Mouthwash	"	Home Ward Bathroom in specia school

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY

1. STUDENT CODE BE 2. LOCATION Summer Traineeship Program 3. PRESCRIP

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. SELF-CARE SKILLS (Oral Hygiene - continued) c. Overcome fear of having mouth and gums cleaned.	Student will allow her mouth to be cleaned	2. Allow student to play with swabs - touch herself with them, touch teacher with them 3. Teacher demonstrates use of swabs and mouth wash on own mouth 4. Use the song "This is the way (we clean our mouth) so early in the morning" 5. Allow student to use swabs on teacher's mouth 6. If student objects to taste of mouth wash, start with sweet-tasting liquids i.e. juice	

NRRC/P PRESCRIPTION PLANNING RECORD

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ineeship Program

3. PRESCRIPTION WRITER Anne M. Vaughan CODE ________

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
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will allow her be cleaned	2. Allow student to play with swabs - touch herself with them. touch teacher with them 3. Teacher demonstrates use of swabs and mouth wash on own mouth 4. Use the song "This is the way (we clean our mouth) so early in the morning" 5. Allow student to use swabs on teacher's mouth 6. If student objects to taste of mouth wash, start with sweet-tasting liquids i.e. juice	Swabs Mouthwash	Parent Teacher Aide Ward attendant Nurse	Home Ward Bathroom in special school

NRRC/P PRESCRIPTION PLANNING RECO

1. STUDENT CODE BE

2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program

3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. SELF-CARE SKILLS (Oral Hygiene - continued)	Student will allow her mouth to be cleaned	7. Guide student's hands to use swabs on own gums 8. Anytime student shows fear by resistance, stop - return to step 1 when task is reinitiated 9. Use praise and approval as incentive

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ESNE UNIVERSITY
Traineeship Program

3. PRESCRIPTION WRITER Anne M. Vaughan CODE ________

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
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NRRC/P FORM XIV 7-73

CASE OF W

I. IDENTIFICATION

C.A 20-5

Sex: Female

II. SUMMARY OF PREVIOUS EVALUATIONS

Physical Development

General health - good
Small congenital heart problem
Mild to moderate kyphosis
Poor bridgework which might interfere with speech
Hearing - good
Vision - adequate

Motor Development

Gross Motor
Ambulatory
Poor coordination

Fine Motor
Poor hand coordination
Can thread a large eye needle and sew a running stitch

Visual Motor
Failed to copy any figures from geometric designs test

Auditory Motor
Auditory memory span adequate for two digits or for four to six syllable sentence

Tactile/Kinesthetic
Explores new things

Intellectual Development

Self Concept
Responds to name
Adequate perception of body imagery

Communication
Voice weak and masculine
Speech hard to understand
Tends to swallow when talking
Limited to one or two word utterances

Conceptual
Knows biggest, smallest
Understands terms of space such as between and under
Counted correctly from 1-13

Social Development

Self Care
Toilet trained
Feeds self

[illegible] OF PREVIOUS EVALUATIONS

Physical Development

General health - good
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Hearing - good
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Conceptual

Knows biggest, smallest
Understands terms of space such as between and under
Counted correctly from 1-13

Social Development

Self Care

Toilet trained
Feeds self

Self Help and Independence

Feeds and dresses self but needs supervision and help with personal hygiene
Participates in recreational activities

Social Development (Continued)

Social Interaction

Smiles when sees someone she knows
Shows no initiative in either relating to others or occupying herself with some activity

III. OTHER CONTACTS

Family

Was hospitalized soon after birth. Diagnosis: possible septal defect and mental retardation
Later hospitalization yielded diagnosis of congenital aortic stenosis, mild
Attended three private schools before admission to present residential facility

Caseworker

Contacts, though few in number, were made through the maternal grandfather

Medical

Weighed 5 pounds 14 ounces at birth - outlet forceps used
Mother was taking thyroid medication during pregnancy
Diagnosis - congenital heart defect
AAMD classification - mental retardation due to unknown cause with the functional reaction alone manifest
APA classification - mental deficiency - idiopathic, severe
Ambulatory, verbal, toilet trained
Scoliosis too small to measure
Visibly nervous and apprehensive

Psychological

Merrill Palmer - June 6, 1957

I.Q.	42
M.A.	21 months
C.A.	52 months

Vineland Social Maturity Scale gave identical results
Perseverative
Attention easily distracted
Right handed

Stanford Binet Form L-M - March 1965

I.Q.	23
C.A.	12-1

Basal Age Year II with success through year IV
Graphomotor ability at year III
WRAT Arithmetic grade 0.3
Recommended concrete instruction
Classified mentally defective, severe

Educational

Shows no initiative in either relating to others or occupying herself with some activity

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Basal Age Year II with success through year IV
Graphomotor ability at year III
WRAT Arithmetic grade 0.3
Recommended concrete instruction
Classified mentally defective, severe

Educational

Included in personal social development class
Activities: One-half day social development, one-half day sensory-motor activities

Recreation

Eager to participate but skill level is only fair
Speech difficult to understand

Recreation (Continued)

Participates in musical games but goes into fantasy--swaying from side to side even after song is over
Participates in individual and small group activities; walks, hikes, singing, swimming and large group activities such as movies and dances

Occupational Therapy

Out of contact
Passive and withdrawn
Did not relate to other residents
Poor workmanship in various basic skills
Recommended to receive further training in self-care and sensory motor skills

Physical Therapy

Muscle development fair
Hands poorly developed
Mild to moderate dorsal kyphosis

Nursing

Ambulatory but doesn't help on unit or feed residents
Regular diet - nice table manners - neat
Gets along with other residents - quiet and pleasant
Attends social dance, recreation, swimming and movies

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

Ambulatory
Congenital heart - no problem
No medication
Good general health

Motor Development

Gross Motor

Jerky walk
Will not run
Does not alternate feet when descending steps
Unaware of her body in space
Does not enjoy most gross motor activities
Will kick a ball with encouragement
Can catch and throw with two hands

Fine Motor

Points to objects
Feeds self
No control of crayon or pencil - scribbles
Manipulated plastic nuts and bolts - screwed on and off
Unable to trace either a large straight line or circle
Strings large beads

Visual Motor

Occupational Therapy

Out of contact
Passive and withdrawn
Did not relate to other residents
Poor workmanship in various basic skills
Recommended to receive further training in self-care and sensory motor skills

Physical Therapy

Muscle development fair
Hands poorly developed
Mild to moderate dorsal kyphosis

Nursing

Ambulatory but doesn't help on unit or feed residents
Regular diet - nice table manners - neat
Gets along with other residents - quiet and pleasant
Attends social dance, recreation, swimming and movies

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

Physical Development

Ambulatory
Congenital heart - no problem
No medication
Good general health

Motor Development

Gross Motor
Jerky walk
Will not run
Does not alternate feet when descending steps
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Fine Motor
Points to objects
Feeds self
No control of crayon or pencil - scribbles
Manipulated plastic nuts and bolts - screwed on and off
Unable to trace either a large straight line or circle
Strings large beads

Visual Motor
Attends to stimuli
Some tracking
Matches according to size, shape, color, fabric with some help
Cannot trace or copy simple shapes or designs

Auditory Motor
Discriminates between two grossly different sounds
Follows simple commands

Tactile/Kinesthetic
Discriminates between rough and smooth with eyes open and shut

CASE OF W

Intellectual Development

Self Concept

Responds to first and last name
Smiles at self in mirror - says "That's W. I'm pretty."
Identifies face parts with help if looking in mirror
Some knowledge of body parts - arms, legs, tummy

Communication

Speaks mostly in phrases
Tries to speak in sentences when reminded
Poor eye contact
Uses a lot of gestures
Easily frustrated if not understood the first time
698 Names objects - attempts short sentences, "That is a ball."
Responds to directions if they are both verbal and gestural
Listens when spoken to and usually verbally responds
Speaks with other children - usually telling them to behave

Conceptual

Matching - matches according to color and shapes independently when choices are limited to three or four
Sorting - sorts buttons and fabrics
Counting - counts by rote to ten; one-to-one correspondence up to seven
Recognition - big, little

Social Development

Self Care

Toilet trained
Feeds self
Knows that matches make a fire
Overly cautious of steps and other children

Self Help and Independence

Needs help buttoning buttons on clothing
Participates in group activities (i.e., signs, plays ball
Perseverates on assigned tasks - but works well when reminded
Goes to known places independently
Makes choices about what she wants to do

Social Interaction

699 Takes turns in a group
Talks to children in a group
Needs initially to be drawn into a group
Feels success for other members of group
Gets along with children but constantly reprimands them

Identifies face parts with help if looking in mirror
Some knowledge of body parts - arms, legs, tummy

Communication

Speaks mostly in phrases
Tries to speak in sentences when reminded
Poor eye contact
Uses a lot of gestures
Easily frustrated if not understood the first time
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Talks to children in a group
Needs initially to be drawn into a group
Feels success for other members of group
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1. STUDENT CODE W   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESCR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION
I. MOTOR DEVELOPMENT 1. Gross Motor (Compet #14) a. Demonstrates the ability to walk independently (Compet 14.6)	Purdue Perceptual Motor Survey	Use this test as a tool with which to gain an overview of the entire motor functioning
b. Walks down stairs alternately with aid (Compet 14.6.8)	Observation	Hold child's hand - remind him which leg to lead with - encourage to stick leg out and then down onto next step (Lively)
c. Walks down steps alternately without aid	Observation - usually they only do it on a few steps at first Teacher must be aware of first success	This occurs after much practice and teacher encouragement (Compet 14.6.8)

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3. PRESCRIPTION WRITER Linda Lively CODE ________

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Perceptual Survey	Use this test as a tool with which to gain an overview of the entire motor functioning	Purdue Perceptual Motor Survey Kephart	Psychologist Teacher	Gymn and Classroom
tion	Hold child's hand - remind him which leg to lead with - encourage to stick leg out and then down onto next step (Lively)	Stairs with a railing	Itin. Teacher P.T. Resource or regular teacher Aides Parents	Any area with steps or in the gymn on portable steps
tion - usually ly do it on a ps at first must be aware t success	This occurs after much practice and teacher encouragement (Compet 14.6.8)	Stairs with a railing	"	"

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. Gross Motor (To walk independently - continued)		1. Child walks fo ward alternating feet 2. Child shuffles forward always le ing with same foo keeping other foo behind 3. Child walks si ways on line with feet at 90° angle to line 4. Walk backward alternating feet 5. Child walks ba ward shuffling fe (Lively)
d. Demonstrates ability to maintain balance (Compet 14.7.0)	Observation	
e. Maintains balance while walking on a straight line		

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
rvation	1. Child walks forward alternating feet 2. Child shuffles forward always leading with same foot, keeping other foot behind 3. Child walks sideways on line with feet at 90° angle to line 4. Walk backward alternating feet 5. Child walks backward shuffling feet (Lively)	A masking taped or painted line which is easy to see	Itin. Teacher P.T. Resource or regular teacher Aides Parents	Gymn or Classroom Any level floor surface

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Gross Motor (To walk independently - continued) f. Maintains balance while walking on an elevated beam (Lively)	Observations "Rail-Walking Test" Smith Teacher Diagnosis of Ed. Difficulties P.60	Use the activities found in (Compet 14.7.8) Begin with board level on ground. As child becomes more confident, raise board 2" If child shows fear at first, allow him to walk with one foot on board and one on floor (Lively)	

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VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS D EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ations Walking Test" r Diagnosis of fficulties P.60	Use the activities found in (Compet 14.7.8) Begin with board level on ground. As child becomes more confident, raise board 2" If child shows fear at first, allow him to walk with one foot on board and one on floor (Lively)	Balance beam or any strong plank of wood, 2 - 4" wide	Same as above	Gym

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1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. GROSS MOTOR (To walk independently - continued) g. Demonstrates ability to run (Compet 14.8.0) (Sister Mary Leonard - McGuire Mem.Home) h. Walks fast alone (Compet 14.8.3)	Observation Observation and written time records to compare the walking speed	1. Walking races wit another child 2 teams (Lively 2. Individual game "Beat the Clock" - the child walks as fast as he can to marked area and back - this is tim He then walks agai If he is faster, h is rewarded with a M&M or an appropri reward (Lively 3. Someone is "it" an he walks around a circle of children,

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
servation servation and written me records to compare e walking speed	1. Walking races with another child 2 teams (Lively) 2. Individual game "Beat the Clock" - the child walks as fast as he can to a marked area and back - this is timed He then walks again If he is faster, he is rewarded with an M&M or an appropriate reward (Lively) 3. Someone is "it" and he walks around a circle of children,	Stop watch or watch with a sweep hand Rewards set up on a contingency program	Teacher P.T . Resource or regular teacher, Aides Parents	Any open flat area either inside or outside

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR (To walk independently - continued) i. Walks fast with aid while raising feet adequately (Compet 14.8.4) Sister Mary Leonard	Observation	touching a child and says "Duck". He then touches a child and says "Goose". The Goose must catch "it" before "it" walks around the circle to Goose's place. This can be adapted to running or walking so long as they all do the same thing. (Lively) Play a fast marching record and help child move to the music. Hold hand and march fast showing him how to raise feet and how high - choose a record with a strong drum beat or the	

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
vation	touching a child and says "Duck". He then touches a child and says "Goose". The Goose must catch "it" before "it" walks around the circle to Goose's place. This can be adapted to running or walking so long as they all do the same thing. (Lively)			
	Play a fast marching record and help child move to the music. Hold hand and march fast showing him how to raise feet and how high - choose a record with a strong drum beat or the	Marching record Record player Drum or tan-tan	Teacher P.T Resource or regular teacher Aides Parents	Any open flat area

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. GROSS MOTOR (To walk independently - continued)		teacher can beat t drum as they march (Lively)
j. Walks fast with aid while taking larger strides (Compet 14.8.5) Sister Leonard	Observation	Place rubber foot-steps or squares o any bright surface that the child can easily see a strid apart. While you hold his hand, tel him to walk fast a put one foot on ea rubber square. Pla these further apar as the child per-forms successfully Put the closest blc next to the foot h leads with

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er Traineeship Program

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	teacher can beat the drum as they march (Lively)			
servation	Place rubber footsteps or squares or any bright surface that the child can easily see a stride apart. While you hold his hand, tell him to walk fast and put one foot on each rubber square. Place these further apart as the child performs successfully. Put the closest block next to the foot he leads with	Commercially-made or teacher-made rubber (non-skid) footsteps or squares of old linoleum tiles	Teacher P.T. Resource or regular teacher Aides Parents	Any open flat area either inside or outside

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR (To walk independently - continued)			
k. Runs, hands held 14.8.6 (Leonard)	Observation	1. Run in place 2. Run a certain distance 3. Running games as "Duck,Duck,Goose" "Beat the Clock"	
l. Runs alone 14.8.7 (Leonard)	Observation		

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VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS O EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
vation vation	1. Run in place 2. Run a certain distance 3. Running games as "Duck,Duck,Goose" "Beat the Clock"	Rewards set up on a contingency program	Teacher Aides Parents	Any open flat area either inside or outside

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
I. MOTOR DEVELOPMENT		
2. Fine Motor (Compet 16)	Observation	
a. Demonstrates eye/hand coordination while using grasp movements (Compet 16.6)		Encourage child t scribble in any direction he plea on a large paper
b. Uses crayons (Compet 16.6.2)		
c. Uses crayons to scribble (Compet 16.6.2.1) (Lively)	Comparing papers	Encourage child t scribble vertical Scribble horizont ally Scribble to music (Livel

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Observation				
	Encourage child to scribble in any direction he pleases on a large paper	Rewards set up on a contingency program	Itin.Teacher P.T Resource or regular teacher Aides Parents Also Art Teacher	Classroom or any where where the child can be seated properly and work on a flat hard surface
Comparing papers	Encourage child to scribble vertically	Thick crayons, heavy large paper		
	Scribble horizontally	Tape to tape down paper if child cannot control it		
	Scribble to music (Lively)	A variety of records to elicit various moods Record player		

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
2. Fine Motor (Eye/hand coordination - continued)		
d. Uses crayons to color a picture (Compet 16.6.2.2) (Lively)	Observation and comparing papers	Select a large sing object which is drawn or dittoed o heavy paper. This drawing is then ou lined with heavy yarn. (Elmer's glu holds it best) As the child becomes more proficient, u thinner yarn - the outline only with glue - this still stops the crayons and finally outlin in dark crayon or magic marker (Lively

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EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
vation and com- g papers	Select a large single object which is drawn or dittoed on heavy paper. This drawing is then outlined with heavy yarn. (Elmer's glue holds it best) As the child becomes more proficient, use thinner yarn - then outline only with glue - this still stops the crayons - and finally outline in dark crayon or magic marker (Lively)	Dittos on heavy large paper of an apple, circle, square, flower etc. Yarn in various widths Elmer's glue Magic Markers Thick crayon	Same as above	Same as above

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1. STUDENT CODE W 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PR

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPT
2. Fine Motor (Eye/hand coordination - continued) e. Uses a crayon to cross the mid-line (Compet 16.6.2.3) (Lively)	Observation and comparing papers	On a very large heavy paper, dra of the following 1, O, U, X with a bright cr Use x's to show starting and sto point - i.e. x-- Give the child another colored crayon and tell to move his cray back and forth a your line. The teacher may have move the child's arm (Lively)

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
servation and com- ring papers	On a very large heavy paper, draw one of the following: 1, O, U, X with a bright crayon Use x's to show the starting and stopping point - i.e. x----x Give the child another colored crayon and tell him to move his crayon back and forth across your line. The teacher may have to move the child's arm (Lively)	Large, heavy paper Thick crayons	Same as above	Same as above

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
2. Fine Motor (Eye/hand coordination - continued) f. Uses a crayon to trace shapes (Compet 16.6.2.4) (Lively)		Cut shapes from heavy cardboard-glue on a knob or light block so that child can easily hold. Shape, trace around it on construction paper. (Lively) Mount x-ray paper on washable surface on heavy cardboard - on the x-ray paper make the basic shapes, one per sheet, out of a mixture of glue and sand. The child traces over the surface shapes with fingers and crayons. The crayon not on the sand mixture can be erased with a paper towel. (Lively)	

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VALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
ESTS/TASKS O EVALUATE UCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	Cut shapes from heavy cardboard-glue on a knob or light block so that child can easily hold. Shape, trace around it on construction paper. (Lively) Mount x-ray paper on washable surface on heavy cardboard - on the x-ray paper make the basic shapes, one per sheet, out of a mixture of glue and sand. The child traces over the surface shapes with fingers and crayons. The crayon not on the sand mixture can be erased with a paper towel. (Lively)	Heavy cardboard Light-weight blocks Or bought) Shape templates DLM shape stencils Dubnoff Kit X-ray paper Heavy cardboard Sand Elmer's glue Thick crayon Beginning Pictures and Patterns Frostig - 1966	Same as above	Same as above

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
II. INTELLECTUAL DEVELOPMENT 1. Self-Concept (Compet #24) a. Demonstrates the ability to name/touch parts of his body (Compet 24.2) b. Names gross body parts: head, arms, legs, tummy (Compet 24.2.1)	Observation Observation	Trace the child on a large sheet of paper - child colo body, then paste bo on cardboard (part of refrigerator bo Cut body apart and child puts togethe as a puzzle, naming the parts as he do it (Lively) Daily Sensori-moto Training Activitie W.T. Braley "Body Image" - See manual P.3-6 Sing and play "Hok Pokey" and "If You Happy and You Know it"

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. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
bservation bservation	Trace the child on a large sheet of paper - child colors body, then paste body on cardboard (part of refrigerator box) Cut body apart and child puts together as a puzzle, naming the parts as he does it (Lively)	Large paper Big cardboard box Rubber cement Scissors Crayons	Same as above	Any open area where child can work on floor or large table
	Daily Sensori-motor Training Activities W.T. Braley "Body Image" - See manual P.3-6	Daily Sensorimotor Training Activities W.T. Brailey P. 3-6	Itin teacher Resource or regular teacher Aides Parents	Any area
	Sing and play "Hokey Pokey" and "If You're Happy and You Know it"	Record, if possible Record player	Same as above	Any area

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. Self-Concept (continued) c. Names fine body parts: facial features, fingers, toes (Compet 24.2.2)	Observation	1."Look in mirror and show me your eyes" etc. (Lively) 2. Have child draw a picture of himself or if he can't to this, the teacher can draw the picture as the child indicates what and where to draw features - it halps to have a mirror handy 3.Make a head from pink flannel-mount on cardboard-make other facial features from various colored flannel. Child assembles face naming parts as he does so (Lively) 4. Make face and/or	Mi Pa Cr Co Ca

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3. PRESCRIPTION WRITER Linda Lively CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ation	1."Look in mirror and show me your eyes" etc. (Lively) 2. Have child draw a picture of himself or if he can't to this, the teacher can draw the picture as the child indicates what and where to draw features - it halps to have a mirror handy 3.Make a head from pink flannel-mount on cardboard-make other facial features from various colored flannel. Child assembles face naming parts as he does so (Lively) 4. Make face and/or	Mirror Paper Crayons Colored flannel Cardboard	Same as above	Same as above

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DUQUESNE UNIVERSITY
1. STUDENT CODE W 2. LOCATION Summer Traineeship Program 3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
1. Self-Concept (Name fine body parts - continued)	Observation Keep moving onto harder puzzles	body puzzle - chil selects large pictures from magazin Mount on cardboard and cut into easy puzzle. (Lively

NRRC/P PRESCRIPTION PLANNING RECORD

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mmer Traineeship Program

3. PRESCRIPTION WRITER Linda Lively CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Observation Keep moving onto harder puzzles	body puzzle - child selects large pictures from magazine. Mount on cardboard and cut into easy puzzle. (Lively	Magazine Cardboard Rubber cement or DLM people puzzles	Same as above	Same as above

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1. STUDENT CODE W
2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program
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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
III. SOCIAL DEVELOPMENT 1. Self-help and independence (Compet #46) a. Demonstrates ability to put on pants (Compet 46.6) b. Puts on pants when placed in front of him (Compet 46.6.6) c. Can button own blouse (Lively)	Observation	1. Place some kind of cue on the back of the pants so child can distinguish back for himself. i.e. a red piece of material about 3" sq. where the tag would be on the back of the pants (Lively) 2. Encourage the child to work on a button or zipper board (Lively	C m S (B (

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aineeship Program

3. PRESCRIPTION WRITER Linda Lively CODE ______

ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ation	1. Place some kind of cue on the back of the pants so child can distinguish back for himself. i.e. a red piece of material about 3" sq. where the tag would be on the back of the pants (Lively)	Colored swatch of material Safety pin or (sew material into pants)	Same as above	A dressing area
	2. Encourage the child to work on a button or zipper board (Lively	Button or zipper board (These can be bought or made)	Same as above	Classroom or any area where the child can work

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1. STUDENT CODE W   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRESC

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTIO
SOCIAL DEVELOPMENT (Self-help and Independence - continued)	Observation	3. Allow child to practice on a large doll, with button clothing. Turn doll around so that chil is buttoning doll's clothing as if it were her own (butto from the back of th doll) (Lively) 4. Work with blouse which have large buttons & buttonhol such as a smock

NRRC/P PRESCRIPTION PLANNING RECORD

DUQUESNE UNIVERSITY
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3. PRESCRIPTION WRITER Linda Lively CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Observation	3. Allow child to practice on a large doll, with button clothing. Turn doll around so that child is buttoning doll's clothing as if it were her own (button from the back of the doll) (Lively)	Large doll with button clothing	Same as above	Same as above
	4. Work with blouses which have large buttons & buttonholes such as a smock	Front button blouses with large buttons and buttonholes	Same as above	Same as above

CASE OF ST

I. IDENTIFICATION

ST, born January 2, 1953, is a 20 year old, white undernourished, total care, non-verbal male. He weighed 8 pounds, 3 ounces at birth which was an instrument delivery. At 8 months he began taking seizures, several a day, and at that time was diagnosed mentally retarded and cerebral palsied. He did not sit up until 4 years old; he has never walked or talked. Parents are in good health. Siblings include three sisters and one brother. The oldest sister, born January 25, 1954, died in August 1967 of Mediterranean Anemia. The second sister, born February 29, 1956, suffers from Mediterranean Anemia for which she must receive blood transfusions every 4 to 6 weeks. The third sister, born January 8, 1959, is apparently in good health but probably carries recessive genes for Mediterranean Anemia. The youngest sibling, a male born January 23, 1967, is in good health.

II. REPORTS OF PREVIOUS EVALUATIONS

Physical. The most recent physical examination was performed on January 29, 1973 and includes the following:

ST is a 20 year old, white, male, total care, non-verbal, undernourished child. He has severe scoliosis of the entire spine, mainly thoracic to the right. His abdomen reveals a large scar from the xiphoid to pubic area--resulting from surgery for a gastric perforation (1967). Extremities are thin and spastic; endocrine system is that of a mature male; receives phenobarbitol to control seizures; last seizure was in 1967.

Impression. Spastic quadriplegia; major motor seizures; cerebral palsy.

Intellectual. In October 1954, the Vineland Social Maturity Scale was administered to ST who at that time was 21 months old. Results indicate a Social Quotient (SQ) of 17 and a Social Age (SA) of 4 months.

In December 1963 the Cattell Infant Intelligence Scale was administered to ST. Results of this evaluation assign to ST an I.Q. of 2; an M.A. of 2.4 months; C.A. was 10 years 11 months. This psychological evaluation includes a day, and at that time was diagnosed mentally retarded and cerebral palsied. He did not sit up until 4 years old; he has never walked or talked. Parents are in good health. Siblings include three sisters and one brother. The oldest sister, born January 25, 1954, died in August 1967 of Mediterranean Anemia. The second sister, born February 29, 1956, suffers from Mediterranean Anemia for which she must receive blood transfusions every 4 to 6 weeks. The third sister, born January 8, 1959, is apparently in good health but probably carries recessive genes for Mediterranean Anemia. The youngest sibling, a male born January 23, 1967, is in good health.

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In December 1963 the Cattell Infant Intelligence Scale was administered to ST. Results of this evaluation assign to ST an I.Q. of 2; an M.A. of 2.4 months; C.A. was 10 years 11 months. This psychological evaluation includes the following: ST does not walk or stand, has no language development, plays very little, does not respond to his name, appears to be in a world of his own; eats well but must be fed; is not toilet trained; does not relate to anyone; quiet but babbles and cries at times. All that could be suggested is nursing care; possibly engage in sensory-motor activities.

Conclusions. Mental defective, profound retardation; cerebral palsy.

Social Evaluation. ST is a completely disabled wheelchair patient; unaware of surroundings; sits in chair or lies on a mat. On Vineland Social Maturity Scale, ST scored a Social Quotient (SQ) of 17 and a Social Age (SA) of 4 months. ST functions at level A on the Social Interaction Scale and as such would not be included in a formal recreation program; ST functions at 734 the profoundly retarded level and is totally dependent on unit personnel for self-care. He shows very little interest in gaining contact with things in his environment and rarely grabs or attempts to touch things.

Other Evaluations. 1. Report of re-evaluation interview with parents, June 1966: ST will not be programmed in many activities because of his profoundly severe level of retardation; main concern will be in areas of good health; nursing care. Child's motivation is extremely low.

2. Occupational Therapy Evaluation, May 13, 1970. ST is severely limited and unresponsive to most objects and people; OT programming is not foreseen.

3. Department of Therapeutic Recreation Evaluation, May 13, 1970. 735 ST is not currently scheduled in a Therapeutic Recreation Program due to his low functioning ability. During the month of his birthday he does attend the birthday party on a 1:1 basis. The Therapeutic Recreation Department feels that, at this time, they have no program available from which ST could benefit.

III. OTHER CONTACTS

1953	ST born in an urban hospital
1957	Hospitalization for tonsil, adenoid operation
1959	Juvenile Court: referral, attempted placement
1959	Catholic Charities: referral, attempted placement

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1959	Juvenile Court: referral, attempted placement
1959	Catholic Charities: referral, attempted placement
1960	Residential home: custodial care
1961-63	Another residential home: custodial care
1963-present	Permanent placement in residential setting

IV. ASSESSMENT OF PRESENT FUNCTIONING LEVELS

The following assessment draws from the foregoing summary of evaluations, and also includes observations during field work with this student.

Physical Assessment. ST is a frail, obviously undernourished 20 year old. Aside from the scoliosis previously referred to, and his small size and weight in view of his age, he is very normal looking. He is alert, awake, and aware of his surroundings, yet for the most part withdrawn from them. During the day he sits, tied into a chair or lies on a mat--he doesn't seem to have a preference. His vision is good, he can follow with both eyes. 706 It appears he sees everything but only infrequently focuses on any thing. His hearing is good; he will turn when the case writer calls him, but not all the time. ST makes lots of noises; in the few weeks that the writer has been with him three different patterns and sounds have been identified for: happiness--such as while eating "NEE,NEE;" crying when frightened or startled; and various low sounds when excited, as in the swimming pool. The major motor seizures are apparently kept under control with phenobarbitol; last seizure in 1967. It should be noted that the undernourished condition is not a function of his appetite. He has an extremely good appetite, and the writer found him to eat everything, and lots of it.

Motor Development. Gross motor ability is very poor, limbs are rigid, especially the legs. While towing ST in the water at the swimming pool, a thrashing from the hips (while on his back) was elicited. ST will also stand in chest deep water, supporting himself on his legs while holding to the rail 707 at the side of the pool.

There might be an even greater potential in the arms and hands. We were able to manipulate ST's arms through a full range of movement: (this could not be done with the legs, hips). He certainly is not in the habit of fully extending his arms, but is capable of doing so.

When placed on the mat ST can move from front to back or back to front with little effort and often will change position. His preferred position on the mat is on his side, supported or propped by his elbow. He will extend his awake, and aware of his surroundings, yet for the most part withdrawn from them. During the day he sits, tied into a chair or lies on a mat--he doesn't seem to have a preference. His vision is good, he can follow with both eyes. 7.6 It appears he sees everything but only infrequently focuses on any thing. His hearing is good; he will turn when the case writer calls him, but not all the time. ST makes lots of noises; in the few weeks that the writer has been with him three different patterns and sounds have been identified for: happiness--such as while eating "NEE,NEE;" crying when frightened or startled; and various low sounds when excited, as in the swimming pool. The major motor seizures are apparently kept under control with phenobarbitol; last seizure in 1967. It should be noted that the undernourished condition is not a function of his appetite. He has an extremely good appetite, and the writer found him to eat everything, and lots of it.

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When placed on the mat ST can move from front to back or back to front with little effort and often will change position. His preferred position on the mat is on his side, supported or propped by his elbow. He will extend his trunk and arm to some 3 to 4 feet to grasp food.

ST's fine motor ability can be observed when he picks up small pieces of food or candy (M & Ms) and delivers them to his mouth. He has surprisingly good pincer action and ability in either hand, but especially in his left hand.

He can also manipulate food such as bread by turning it around to assure that it goes into his mouth. He stuffs the food into the left side of his mouth. He chews little if at all.

Intellectual Development. ST does respond to his name, but not all the time. His only attempts to communicate include the sounds previously mentioned, when he is happy, frightened or excited, and occasionally he will grasp one's hand and hold it or pull it to his mouth.

Social Development. ST will assist in putting his shirt on or off by extending his arm and pushing it through or pulling it out of the shirt sleeve. ST made tremendous progress in feeding himself. He can guide one's hand and spoon with food to his mouth every time. He can pick food from one's fingers and place it into his mouth, and does so readily. He had just begun to pick pieces of food from his tray and feed himself. He needs help with this skill as he seems to be aware of the food only if his attention is drawn to it.

ST essentially does not interact . . . yet. He has recognized the writer. He loves to be held and rocked much as you would an infant. The writer realized this when once, by chance he picked ST up after changing him and he pulled his head very close to the writer's and put his lips on the writer's cheek.

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1. STUDENT CODE ST 2. LOCATION Summer Traineeship Program 3. PRESCRIP

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	
1. GROSS MOTOR DEVELOPMENT 2. GENERAL OBJECTIVE Gain mobility in water (modified swimming) (Renne) 3. SPECIFIC OBJECTIVE Execute a "doggy paddle" (Renne)	When placed in the swimming pool in a prone position with a small flotation device on his back - around his arms, will propel himself to the side rail by moving his arms forward and then pulling them back	1.Get him to respond to the rail at the side of the pool 2.Stand him near rail - let him go under - then place his hands on rail 3.He will hold rail 4.Move a few feet from rail - face rail - hold him from behind, gradually let go 5. He will reach for the rail 6. Increase distance from rail 7. Add the flotation device	

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Traineeship Program 3. PRESCRIPTION WRITER Wilson Renne CODE ______

EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
n placed in the nming pool in a ne position with a ll flotation device his back - around arms, will propel self to the side by moving his forward and then ling them back	1.Get him to respond to the rail at the side of the pool 2.Stand him near rail - let him go under - then place his hands on rail 3.He will hold rail 4.Move a few feet from rail - face rail - hold him from behind, gradually let go 5. He will reach for the rail 6. Increase distance from rail 7. Add the flotation device	Styro-foam football shaped flotation device with harness	Teacher	Swimming pool

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1. STUDENT CODE ST   2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program   3. PRES

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. GROSS MOTOR DEVELOPMENT 2. GAIN MOBILITY Movement self-initiated 3. 'Scoot' around on a Scooter Board (Renne)	Ultimately the child will travel across the room to receive a treat by pulling or pushing with his arms and hands	1. Get child to rea for food or tre 2. Place him in a comfortable pos tion on the Scooter 3. Get child to reach for food treat 4. As he reaches f the treat and grasps it, you grasp or pull from the other end 5. Be sure he gets the treat when the scooter mov and not when it doesn't move

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mmer Traineeship Program

3. PRESCRIPTION WRITER Wilson Renne

CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Ultimately the child will travel across the room to receive a treat by pulling or pushing with his arms and hands	1. Get child to reach for food or treat 2. Place him in a comfortable position on the Scooter 3. Get child to reach for food or treat 4. As he reaches for the treat and grasps it, you grasp or pull from the other end 5. Be sure he gets the treat when the scooter moves and not when it doesn't move	1. Scooter Board 2.)Commercially avail- 3.)able. Source unknown 4. 1/2" Plywood 18" wide 36" long Equipped with wheels which will roll in any direction, much like the "dolly" for moving furniture	Teacher	Smooth, hard fl

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1. STUDENT CODE ST 2. LOCATION DUQUESNE UNIVERSITY Summer Traineeship Program 3. PRESCRIPTIO

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. SOCIAL DEVELOPMENT 2. OBTAIN SELF-CARE SKILLS 3. WILL FINGER FEED HIMSELF (Renne)	Given a finger tray, "ST" will empty the tray by using his fingers to feed himself	1. Use your fingers to feed child. 2. Use food he likes 3. Show it to him each time 4. Make him move his head, mouth, to get the food 5. Hold the food up for him to see but away from him 6. Have his hand guide your hand (food) to his mouth 7. Continue until he will take it from your hand and put it in his mouth	Foo tha wit

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aineeship Program 3. PRESCRIPTION WRITER Wilson Renne CODE ______

LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
finger tray, ll empty the using his to feed himself	1. Use your fingers to feed child. 2. Use food he likes 3. Show it to him each time 4. Make him move his head, mouth, to get the food 5. Hold the food up for him to see but away from him 6. Have his hand guide your hand (food) to his mouth 7. Continue until he will take it from your hand and put it in his mouth	Food prepared and cut that it can be grasped with fingers	Teacher or Aide can assist	Anywhere

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1. STUDENT CODE ST   2. LOCATION Summer Traineeship Program   3. PRES

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. SOCIAL DEVELOPMENT 2. GAIN SELF-IMAGE Recognize - Respond to another 3. Individual will Visually Attend to a Person and Reach out to, or make contact with, that Person (Renne)		1. Hold, cuddle, rock child whi softly talking to him 2. If he responds (making noises imitate those noises - "talk to him 3. Begin this in cheek-to-cheek position 4. Continue and attempt to get eye contact (ve close) 5. Gradually increase the dis tance until yo are no longer holding or touching

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ummer Traineeship Program

3. PRESCRIPTION WRITER Wilson Renne

CODE ______

5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
	1. Hold, cuddle, rock child while softly talking to him 2. If he responds, (making noises) imitate those noises - "talk" to him 3. Begin this in a cheek-to-cheek position 4. Continue and attempt to get eye contact (very close) 5. Gradually increase the distance until you are no longer holding or touching		Teacher Aide, or Unit Personnel who have daily contact with the child	

CASE OF P

I. IDENTIFICATION

C.A. 20

Sex: Female

II. SUMMARY OF FUNCTIONING LEVELS

Physical Development

General physical condition - very healthy girl
Not on medication
Known seizure pattern
Oral - drooling, mouth breathing, problem gums
Hearing - within normal limits for conversation and speech
Visual - good - eyes wander due to short interest span
Verbal - One and two word sentences. Verbally limited. Grunting noises
Brain damaged - premature rupture of membrane at birth
I.Q. 18 - Cattell Infant Intelligence Test
Very little interest span

Motor Development

Gross Motor

Slightly ataxic - shuffling gait - no known reason for it
Poor coordination - gross and fine motor
Moves all body parts unattended

Fine Motor

Can grasp objects (poor grasp)
Can hold objects such as dolls, radio, etc.

Visual Motor

Attends to close visual stimuli
Visually poor to distant stimuli
Eyes move from one object to another due to short interest span

Auditory Motor

Responds to normal sounds
Loves music and animal sounds - she responds to these the best
Loves people to talk to her

Tactile/Kinesthetic

Fair development in touching, pushing, and picking up objects

Intellectual Development

Self Concept

Smiles in response to others
Very affectionate
Aware that others find her pretty
Recognizes herself in the mirror
Wears very nice clothes

Communication

Uses movements, gestures, and grunting sounds to denote
Uses one and two word sentences to denote expression and needs

Conceptual

Physical Development

General physical condition - very healthy girl
Not on medication
Known seizure pattern
Oral - drooling, mouth breathing, problem gums
Hearing - within normal limits for conversation and speech
Visual - good - eyes wander due to short interest span
Verbal - One and two word sentences. Verbally limited. Grunting noises
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Loves music and animal sounds - she responds to these the best
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Fair development in touching, pushing, and picking up objects

Intellectual Development

Self Concept

Smiles in response to others
Very affectionate
Aware that others find her pretty
Recognizes herself in the mirror
Wears very nice clothes

Communication

Uses movements, gestures, and grunting sounds to denote
Uses one and two word sentences to denote expression and needs

Conceptual

Can point to things such as names, body parts, and pictures
Can name very few objects when pointed to by the instructor
Follows simple direction
Knows very few concepts except light and heavy

CASE OF P

Social Development

Self Care
- Toilet trained
- Can feed self
- Hygiene habits (needs help)

Self Help and Independence
- Partial

Social Interaction
- Plays well alone and with others

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1. STUDENT CODE P 2. LOCATION Summer Traineeship Program 3. PRESCRIPTION

4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7. M
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. GROSS MOTOR DEVELOPMENT (Compet 14.0) 2. Demonstrates ability to maintain balance, co-ordinating all body parts 3. Demonstrates ability to run, throw, catch, skip, hop, jump and walk in all different ways and directions	Can child do skill with or without the music - 75% of the time	1. Compet 2. Gross Motor (Ed. Hinchberger) 4. Do any of the specific objectives to appropriate piano music, records, games, or simple commands	Rec Mus
1. FINE MOTOR 2. To establish and expand the capabilities of the hands and fingers in accomplishing functional tasks. To establish and expand eye/hand co-ordination in relationship to activities of daily living 3. Ability to move hands. Ability to reach, grasp and use hands	Can child do simple exercises	1. Compet 2. Fine Motor (Ed. Hinchberger) 4. Finger plays Move fingers to music in a slow, fast, loud (squeeze) and soft (hold) manner Clap hands in differnet ways to music String beads Use crayons in scribble fashion	Bead Pape Cray Musi

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LUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
TS/TASKS EVALUATE CESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
d do skill without the 75% of the	1. Compet 2. Gross Motor (Ed. Hinchberger) 4. Do any of the specific objectives to appropriate piano music, records, games, or simple commands	Records Musical instruments	Anyone who has a knowledge of games or music for children	Large uncluttered area
d do simple s	1. Compet 2. Fine Motor (Ed. Hinchberger) 4. Finger plays Move fingers to music in a slow, fast, loud (squeeze) and soft (hold) manner Clap hands in differnet ways to music String beads Use crayons in scribble fashion	Beads Paper Crayons Musical instruments	Anyone (all personnel)	Anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. VISUAL MOTOR TRAINING (Compet 18.0) 2. To establish and maintain ability to visually track and fixate To develop visual motor with gross and fine motor 3. Demonstrates ability to attend to visual stimuli	Can the child pick out object that the instructor depicts 75% of the time	1. Compet 2. Visual Motor (Ed. Hinchberger) 4. Teacher shows student object or student picks up points to the obj depicted by the te er in simple comm
1. AUDITORY 2. Basic auditory perception 3. Discrimination between sound and silence Discrimination between fast and slow	Observation	1. Auditory 3. Music experien (practical) 4. Simple pieces be played (or rec player) on piano musical instrument teacher to provid stimulus of sound, silence, fast & sl Have child sing u his own vocal sou Have child respond your voice.

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Can the child pick out object that the instructor depicts 75% of the time	1. Compet 2. Visual Motor (Ed. Hinchberger) 4. Teacher shows student object or student picks up or points to the object depicted by the teacher in simple command	Food Toys Pictures Places inside and outside of the institution	Anyone (all personnel)	Anywhere
Observation	1. Auditory 3. Music experience (practical) 4. Simple pieces can be played (or record player) on piano or musical instrument by teacher to provide stimulus of sound, silence, fast & slow Have child sing using his own vocal sound. Have child respond to your voice.	Music and Sound left to the discretion of the instructor	Anyone (all personnel)	Anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS	7.
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. SELF HELP AND INDEPENDENCE (Compet 46.0) 2. To be able to dress and undress 3. Demonstrates ability to put on and remove pants, shirt and socks	Can dress and undress 75%	1. Compet 2. Self Help and Independence (Ed. Hinchberger) 4. Repetition by student with minimal help of teacher to put on and take off clothes in progression (Compet)	Clo st on sit
1. SELF CONCEPT (Compet 24.0) 2. To enable student to perceive his own identity 3. Ability to identify self when name is called	Student does tasks 75%	1. Compet 2. Self Concept (Ed. Hinchberger) 4. Knows self when image is seen in the mirror Identifies self among others. Sees self in a picture	Mir Pic Env

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ALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENTS
STS/TASKS EVALUATE CCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ss and undress	1. Compet 2. Self Help and Independence (Ed. Hinchberger) 4. Repetition by student with minimal help of teacher to put on and take off clothes in progression (Compet)	Clothes suited for student - depending on weather and living situation	Teacher Aides	Bedroom
does tasks 75%	1. Compet 2. Self Concept (Ed. Hinchberger) 4. Knows self when image is seen in the mirror Identifies self among others. Sees self in a picture	Mirror Pictures Environment	Anyone (all personnel)	Anywhere

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE 2. GENERAL OBJECTIVES IF AVAILABLE) 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. SOCIAL SKILLS 2. The child needs these skills to exist in the environment 3. The child should demonstrate awareness of himself and other individuals a. Shows ability to seek attention b. Participates alone or in a group	Child exhibits skills 75%	1. Social Skills 2. (Hinchberger) 4. Walks on groun of institution a with teacher, or with a group. This will add int action, reinforce ment, respond to environment and i people

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TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Child exhibits skills 75%	1. Social Skills 2. (Hinchberger) 4. Walks on grounds of institution alone, with teacher, or with a group. This will add interaction, reinforcement, respond to environment and its people	2. (Hinchberger) 3. As described in methods 4. Environment made by nature: trees grass flowers people love of being	Anyone (All personnel)	Anywhere

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1. SUBJECT AREA 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES (INDICATE SOURCE IF AVAILABLE)	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1 2 3 4
1. GROOMING 2. To establish, refine and maintain basic skills pertaining to the care of the body 3. Ability to wash hands, face and body a. ability to take wash cloth, turn on water and wet cloth, using soap b. ability to wash body parts c. ability to wipe off soap, rinse and towel dry d. ability to comb and brush hair	Can student do these tasks 75% of the time	1. Compet 2. Grooming (Ed. Hinchberger) 4. Child learns these skills by repeatedly imitating the teacher. Once the child has established the pattern the teacher should offer minimal help	Soa Was Tow Com Bru

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S/TASKS EVALUATE ESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
ent do these % of the time	1. Compet 2. Grooming (Ed. Hinchberger) 4. Child learns these skills by repeatedly imitating the teacher. Once the child has established the pattern the teacher should offer minimal help	Soap Wash cloth Towel Comb Brush	Teacher Aides Nurses Parents	Bathroom

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4. LEARNING OBJECTIVES	5. EVALUATIONS	6. METHODS
1. SUBJECT AREA (INDICATE SOURCE IF AVAILABLE) 2. GENERAL OBJECTIVES 3. SPECIFIC OBJECTIVES	TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTI
1. ORAL HYGIENE (Compet 38.0) 2. To establish and maintain skills pertaining to a hygienic and cosmetic care of teeth and bums 3. Ability to brush teeth appropriately and rinse mouth Use gargle	Instructor checks on cleanliness of teeth and condition of gums	1. Compet 2. Oral Hygiene (Ed. Hinchberger) 4. Teacher gives student brush and tooth paste. Teacher shows stu dent how to brush teeth by doing it for her. Imitatin the teacher, the student brushes teeth while looki in the mirror Teacher gives stu dent gargle spray

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5. EVALUATIONS	6. METHODS	7. MATERIALS	8. PERSONNEL	9. ENVIRONMENT
TESTS/TASKS TO EVALUATE SUCCESS	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION	1. TITLE 2. AUTHOR 3. SOURCE 4. DESCRIPTION IF TEACHER MADE	INDICATE POSITION	INDICATE LOCATION
Instructor checks on cleanliness of teeth and condition of gums	1. Compet 2. Oral Hygiene (Ed. Hinchberger) 4. Teacher gives student brush and tooth paste. Teacher shows student how to brush teeth by doing it for her. Imitating the teacher, the student brushes teeth while looking in the mirror Teacher gives student gargle spray	Tooth Brush Tooth Paste Spray Gargle	Teacher Aides Nurses Parents	Bathroom

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